



Massachusetts Board of Education 2001 Annual Report

March 2002

Massachusetts Department of Education
address 350 Main Street, Malden, MA 02148
telephone 781-338-3000 **internet** www.doe.mass.edu



Massachusetts Department of Education

This document was prepared by the Massachusetts Department of Education
Dr. David P. Driscoll, Commissioner of Education

Board of Education Members

James A. Peyser, Chairman, Dorchester

Henry M. Thomas, III, Vice-Chairman, Springfield

Charles D. Baker, Swampscott

J. Richard Crowley, Andover

Judith I. Gill, Chancellor, Higher Education

William K. Irwin, Jr., Wilmington

James Madden, Randolph, Chair, Student Advisory Council

Roberta R. Schaefer, Worcester

Abigail M. Thernstrom, Lexington

David P. Driscoll, Commissioner
and Secretary to the Board

Prepared by Melanie Winklosky, Special Assistant to the Board of Education

The Massachusetts Department of Education, an Affirmative Action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or sexual orientation.

Copyright © 2002 Massachusetts Department of Education

Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Education."

This document printed on recycled paper

350 Main Street, Malden, Massachusetts 02148-5023 #781-338-3000

Chairman's Statement

For years, skeptics have asked for proof of education reform's impact on academic achievement. In 2001, the students and teachers of the Commonwealth provided irrefutable evidence that the financial investments and policy changes made since 1993 are indeed paying off.

The dramatic improvement in 10th grade MCAS scores was the most notable indicator of success. Not only were failure rates nearly cut in half, but thousands more sophomores performed at proficient or advanced levels. Equally important, passing rates were consistently higher across all demographic groups, including students with special needs and limited English proficiency. Indeed, the passing rates for black and Hispanic students more than doubled in 2001.

Improved performance was seen in other measures, as well. SAT scores in Massachusetts continued their steady rise. Combined verbal and math scores have risen 15 points over the last five years and 29 points over the past decade. Fourth and eighth grade math and science scores on the National Assessment of Educational Progress were up substantially, placing Massachusetts' students at or near the top, compared to their peers in other states.

Of course, the gratifying progress of 2001 should not obscure the challenges that remain. Although close to three-quarters of the class of 2003 have now passed both the English and math portions of MCAS, there are still thousands who have yet to meet the standard. Most of these students are within striking distance of passing and just need more time and some extra help to succeed. Others may not be able to meet the standard before completing their senior year. For these students, we must put in place a variety of post-high school pathways, to ensure they have continuing opportunities to further their education and earn their diploma. While educators will lead these efforts, all of us have a role to play in giving these students the support they need and deserve.

An even greater challenge than helping students over the MCAS hurdle, is the troubling achievement gap that persists between various groups at all grade levels. For example, the percentage of black and Hispanic students scoring in the lowest performance category on MCAS is 3-5 times higher than that of white students, across most grades and subject areas. Similarly, there are frequently large achievement gaps between school districts, and between schools within districts. In short, we still have a long way to go to fulfill the promise of leaving no child behind.

A critical component of that effort is school and district accountability. According to a report filed last year by Achieve, Inc., the country's most respected resource for standards-based education reform, Massachusetts has the finest set of academic standards and student assessments in the nation. Nevertheless, we lag other states in the development of state-level systems for evaluating school and district performance.

Through the Department's Office of Accountability and Targeted Assistance and the independent Office of Educational Quality and Accountability, we have begun to put such a system in place. Statewide school ratings were published in 2000, measuring both aggregate MCAS performance and improvement over time. A similar rating system is in development for

districts. Since 2000, sixteen low-rated middle schools have been evaluated by the Department. Four of these schools have been declared under-performing and a determination of under-performance is still pending for two others. In addition, twelve highly rated schools were evaluated in 2001, and ten were honored as Compass Schools. District-level evaluations will begin in 2002.

While these developments are positive, the pace and scope of implementation has been severely hampered by inadequate resources. Accountability systems can drive continuous improvement by identifying schools and districts in need of outside intervention and by spreading best practices. Without them, reform efforts can lose their focus and momentum. Ramping up our accountability efforts must be a top priority of the coming year.

In last year's annual report, I wrote that 2001 must be a year of results. Looking back, those results exceeded even the most optimistic expectations. The challenge in 2002 is to maintain our forward momentum by deepening our commitment to excellence, opportunity and accountability.

Commissioner's Statement

Nine years ago, with the passage of the Education Reform Act in 1993, Massachusetts renewed its commitment to education in an unprecedented way. The Education Reform Law was designed to comprehensively improve education by incorporating high standards, accountability, school-based reform, and more equitable funding for districts. Teachers, parents, education and government leaders agreed that the time had come to make a serious investment in public education. That investment has amounted to over \$7 billion in new funding since education reform began. Our Governors and the Legislature kept their promise by fully funding education reform through every budget cycle, which has been critical to the opportunity for success.

For me, the human investment in education reform has been equally important. Thousands of teachers and administrators have been engaged in the process of bringing standards-based education to life for the 970,000 public school students in the Commonwealth. Educators continue to be engaged in every step of the process, from developing the standards in the curriculum frameworks to writing questions to assess students' knowledge of the standards for the Massachusetts Comprehensive Assessment System (MCAS).

As each component of education reform has been developed and implemented, the amount of attention focused on public schools in Massachusetts has reached an unparalleled level. However, I believe—and this year's MCAS results have shown—that education reform has helped us all to focus our efforts on what really counts: student achievement.

MCAS has acted as a mirror, reflecting the chronic problems that have existed in public education for many years. This year's MCAS results also reflected the positive improvements that are taking place in our classrooms. In grade 10 across the state, 82% of all 10th graders passed the English language arts exam, up from 66% last year. And in mathematics, 75% passed, up from just 55% last year. In total, over two-thirds (67%) of the class of 2003 earned the competency determination they will need to graduate—on their first try. Of those 10th grade students who failed one or both sections of the MCAS, the majority (60% in English and 65% in mathematics) scored within 4 scaled score points of passing. These numbers are proof of the work that has been done to meet the Commonwealth's high standards, and for that, our teachers, administrators, students, and parents should be congratulated.

As I have often said, this is a great time to be involved in the field of education. I would like to thank our state leaders—the Governor, the Legislature, the Board of Education, business partners, parents and community leaders—for their commitment to education reform in the Commonwealth of Massachusetts. All of us, working together, have begun to show that hard work, focus, high expectations, and the right standards can enhance the academic achievement and impact the lives of all students in the Commonwealth.

Purpose of the Report

The purpose of this report is to chronicle the major decisions and actions of the Massachusetts Board of Education from January through December 2001. In February 2000, the Board of Education adopted the “Board of Education Goals and Strategies” (see page 1). The Annual Report focuses on Board policy decisions and regulatory changes that address the goals and strategies. Also included in the report are Department of Education programs which support these goals and strategies.

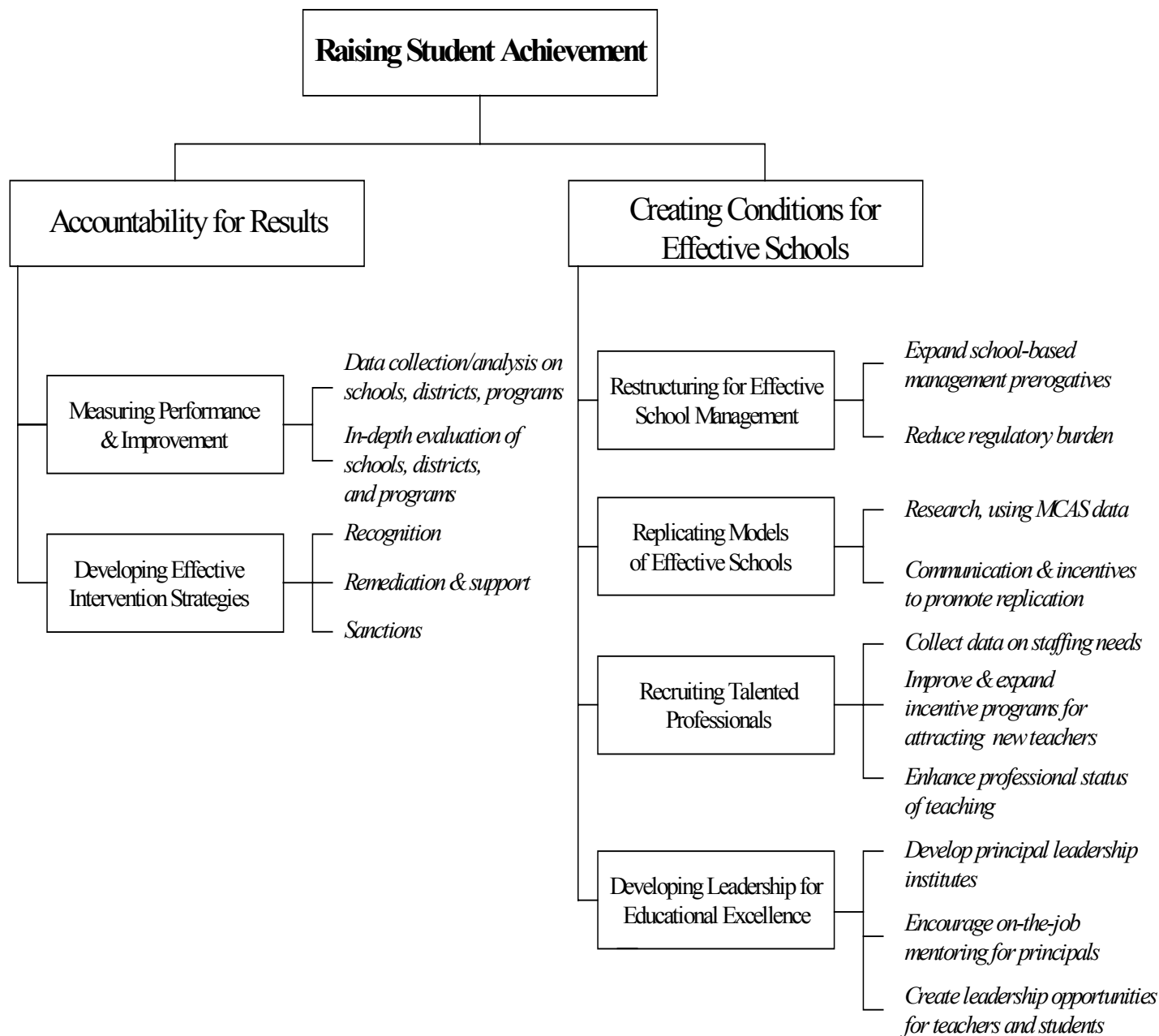
Throughout the report, “the Board” refers to the Massachusetts Board of Education; “the Department” refers to the Massachusetts Department of Education; and “the Commissioner” refers to Commissioner of Education David P. Driscoll. For more information on the Massachusetts Board of Education, including summaries and minutes from Board of Education meetings, please see <http://www.doe.mass.edu/boe>

Massachusetts public school data for 2001 is highlighted in Appendix A. For more information on Massachusetts public schools, please see the Department of Education’s website at <http://www.doe.mass.edu>

Table of Contents

Board of Education Goals and Strategies.....	1
Measuring Performance and Improvement: Students.....	2
Measuring Performance and Improvement: Schools and Districts.....	12
Developing Effective Intervention Strategies.....	22
Restructuring for Effective School Management.....	39
Replicating Models of Effective Schools.....	41
Recruiting Talented Professionals.....	44
Developing Leadership for Educational Excellence.....	51
Board of Education Highlights.....	52
2001 Legislative Update.....	55
What to Expect: Board of Education Agenda Items for 2002.....	57
Massachusetts Public School Information	59
Data Definitions	70
Board of Education Members.....	72
Department of Education Budget.....	Appendix B
Department of Education Management Organizational Chart.....	Appendix C

Board of Education Goals and Strategies



Adopted by the Massachusetts Board of Education in February 2000.

Measuring Performance and Improvement: Students

The Massachusetts Comprehensive Assessment System (MCAS)

During the spring of 2001, the Department conducted the fourth year of MCAS testing of public school students in grades 3, 4, 5, 6, 7, 8, and 10 in English language arts, mathematics, science and technology/engineering, and history and social science. A total of thirteen MCAS tests were administered to students across those seven grade levels. Student, school, and district test results were released in the fall. MCAS 2001 included the following tests:

English Language Arts:

- Grade 3 Reading Test
- Grade 4 English Language Arts Test
- Grade 7 English Language Arts Test
- Grade 8 English Language Arts Test
- Grade 10 English Language Arts Test

Mathematics:

- Grade 4 Mathematics Test
- Grade 6 Mathematics Test
- Grade 8 Mathematics Test
- Grade 10 Mathematics Test

Science and Technology/Engineering:

- Grade 5 Science and Technology/Engineering Test
- Grade 8 Science and Technology/Engineering Test

History and Social Science:

- Grade 5 History and Social Science Test
- Grade 8 History and Social Science Test
- Grade 10 History and Social Science Test

In 2001, the Department published the following MCAS reports related to 2001 results:

- *Spring 2001 MCAS Tests: Summary of State Results*
- *The Massachusetts Comprehensive Assessment System Summary of District Performance*
- *Massachusetts Comprehensive Assessment System Individual Student, School, and District Results*
- *Spring 2001 MCAS Tests: State Results by Race/Ethnicity and Student Status*

In 2000, the Department published the following MCAS reports related to 2000 results:

- *Report of 2000 Massachusetts and Local School District MCAS Results by Race/Ethnicity*
- *Report of 2000 Massachusetts and Local School District MCAS Results by Gender*

Please see <http://www.doe.mass.edu/mcas> for these and other MCAS publications.

The MCAS was given in the spring of 2001 to more than 500,000 students across the Commonwealth. For the second consecutive year, statewide student performance is moving towards

the two-fold goal of moving students out of the *Warning/Failing* levels, and advancing as many students as possible into the *Advanced* and *Proficient* levels.

The 2001 grade 10 exam held a new challenge. For the first time ever, tenth graders took the English language arts and mathematics exams knowing that passing both tests was now a requirement for graduation. This year's striking results show that this made a difference. Across the state, 82 percent of all 10th graders passed the English language arts exam, up from 66 percent last year. In mathematics, 75 percent passed, up from 55 percent last year. In total, over two-thirds (67%) of the class of 2003 earned the competency determination they need to graduate on their first try. Please see pages 5 through 9 for more information on MCAS results.

Focused Retest

In December 2001, the Department offered the first focused retest in English language arts and mathematics to students who failed one or both of these tests on MCAS. Districts received the results of the December 2001 retest in February 2002. A total of 15,154 students took the mathematics retest, and 31 percent of those students passed the exam. A total of 12,368 students took the English language arts retest, and 48 percent of those students passed the exam.

Alternate Assessment

The MCAS Alternate Assessment was administered statewide for the first time during the 2000-2001 school year. The MCAS Alternate Assessment has been developed to assess the academic performance of students who cannot take standard MCAS tests, even with accommodations, due to the nature and severity of their disabilities. All students who are unable to participate in the standard MCAS (with or without accommodations) as determined by their IEP Team must participate in MCAS through the Alternate Assessment. Approximately 5,000 students participated in MCAS through the Alternate Assessment in 2001.

MCAS Appeals Process

In 2001, the Board voted to solicit public comment on proposed amendments to the regulations on the MCAS and the Competency Determination which would establish an MCAS appeals process for students. The Board will vote on the proposed regulation in early 2002. The regulations establish an MCAS appeals process for "score appeals" and "performance appeals." The "score appeal" will address claims about mis-scoring of a student's response to one or more MCAS grade 10 English language arts and/or mathematics test items, or miscalculation of a grade 10 student's total raw score and/or scaled score. The "performance appeal" applies to a student who asserts that his or her performance on the grade 10 MCAS in English language arts, mathematics, or both subjects does not accurately reflect the student's knowledge and skill in relation to the relevant standards in the Massachusetts curriculum framework in that subject area. (Note: The Board adopted the regulation which established the MCAS appeals process in January 2002.)

Massachusetts SAT and AP Scores

The combined 2001 mathematics and verbal SAT scores in Massachusetts have risen 15 points over the last five years, and 29 points over the past decade. The overall Massachusetts SAT scores for

2001 showed a two-point increase in combined mathematics and verbal scores, from 1024 (511 verbal and 513 math) in 2000, to 1026 (511 verbal and 515 math) in 2001. In addition, Massachusetts had the third highest participation rate in the country, with 79% of graduating seniors taking the exams. For more detailed information, please see the chart on page 10.

On the Advanced Placement tests, which are reported at five levels, 72% of Massachusetts test takers scored in the top three levels. Also in 2001, nearly 10% more Massachusetts public school students took one or more AP tests than in 2000. For more detailed information, please see the chart on page 11.

Stanley Z. Koplik Certificate of Mastery

The Stanley Z. Koplik Certificate of Mastery is designed to recognize and reward students who demonstrate high academic achievement and to promote success on the MCAS for grade 10 and beyond. In March 2000, the Board adopted regulations for implementing the Certificate of Mastery program. In its first year, 4,700 seniors were eligible to apply based on their grade 10 MCAS scores, and 860 students demonstrated the additional accomplishments necessary to earn them the 2000 award. In 2001, the Department expanded the award to allow juniors as well as seniors to apply. More than 13,500 students (5,353 seniors and 8,216 juniors) were eligible to apply based on grade 10 MCAS scores, and 1,859 received the 2001 award. Of that total, 1038 recipients are from the class of 2002, 816 are members of the class of 2001, and 5 are from the class of 2000.

Nearly 21,600 students are eligible to apply for the 2002 award (almost 14,400 juniors plus the nearly 7,200 seniors who did not receive the 2001 award). As a result of a partnership with the Massachusetts Board of Higher Education, recipients of the award may receive a tuition waiver for up to four years at a Massachusetts public college or university. More information on the Certificate of Mastery can be found at: www.doe.mass.edu/osl/mastery/com.html

Work-Based Learning

In 2001, the Department's School to Career Cluster conducted a statewide study to measure the impact of work-based learning on raising student achievement. Connecting Activities providers collaborated on this study of student experiences and skill gains reflected in the Massachusetts Work-Based Learning Plan. Connecting Activities, managed by the Department, is a Department of Labor and Workforce Development legislative initiative designed to drive the work-based learning component of the Commonwealth's school-to-career system. The Work-Based Learning Plan is a standards-based tool organized around nine broad-based competencies, designed to drive learning and productivity on the job/internship. The study examined what competencies were used by students in their work-based learning experiences, what skill gains were documented, and what factors contributed to students' skill gain.

The Department published the report, *Massachusetts Work-Based Learning Skill Gain Study*, in January of 2002. The report can be found at: http://www.doe.mass.edu/stc/pdf/wbl_report.pdf

1998-2001 Statewide MCAS Results: Grade 4					
Average Scaled Score and Percentage of Students at Each Performance Level ¹					
	Scaled Score	Advanced	Proficient	Needs Improvement	Warning
ENGLISH LANGUAGE ARTS					
2001	239	7	44	38	11
2000	231	1	19	67	13
1999	231	0	21	67	12
1998	230	1	19	66	15
MATHEMATICS					
2001	235	10	24	46	19
2000	235	12	28	42	18
1999	235	12	24	44	19
1998	234	11	23	44	23
SCIENCE/TECHNOLOGY					
2001	-	-	-	-	-
2000	241	11	51	30	8
1999	240	10	46	36	9
1998	238	6	42	40	12
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area. These results include regular education students, students with disabilities and limited English proficient students.</p>					

1998-2001 Statewide MCAS Results: Grade 8					
Average Scaled Score and Percentage of Students at Each Performance Level ¹					
	Scaled Score	Advanced	Proficient	Needs Improvement	Warning
ENGLISH LANGUAGE ARTS					
2001	242	8	59	25	8
2000	240	5	57	27	11
1999	238	3	53	31	13
1998	237	3	52	31	14
MATHEMATICS					
2001	233	11	23	34	31
2000	228	10	24	27	39
1999	226	6	22	31	40
1998	227	8	23	26	42
SCIENCE/TECHNOLOGY					
2001	-	-	-	-	-
2000	228	6	29	27	37
1999	224	5	23	27	45
1998	225	2	26	31	41
HISTORY/SOCIAL SCIENCE					
2001	224	1	10	48	41
2000	221	1	10	45	45
1999	221	1	10	40	49
1998	-	-	-	-	-
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area. These results include regular education students, students with disabilities and limited English proficient students.</p>					

1998-2001 Statewide MCAS Results: Grade 10 <i>Average Scaled Score and Percentage of Students at Each Performance Level¹</i>					
	Scaled Score	Advanced	Proficient	Needs Improvement	Failing
ENGLISH LANGUAGE ARTS					
2001	239	15	36	31	18
2000	229	7	29	30	34
1999	229	4	30	34	32
1998	230	5	33	34	28
MATHEMATICS					
2001	237	18	27	30	25
2000	228	15	18	22	45
1999	222	9	15	23	53
1998	222	7	17	24	52
SCIENCE/TECHNOLOGY					
2001	-	-	-	-	-
2000	226	3	23	37	37
1999	226	3	21	39	38
1998	225	1	21	42	36
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area. These results include regular education students, students with disabilities and limited English proficient students.</p>					

General MCAS Performance Level Definitions	
PERFORMANCE LEVEL	DESCRIPTION
<i>Advanced</i> 260-280	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
<i>Proficient</i> 240-259	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
<i>Needs Improvement</i> 220-239	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
<i>Warning/Failing</i> 200-219	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

2001 Statewide MCAS Performance Level Results by Student Status: Grade 4 Average Scaled Score and Percentage of Students at Each Performance Level					
Subject Area and Student Status Category	Scaled Score	PERFORMANCE LEVEL			
		Advanced	Proficient	Needs Improvement	Warning
English Language Arts					
All Students	239	7	44	38	11
Regular	241	8	50	36	6
Students with Disabilities	227	1	16	49	34
Limited English Proficient	224	1	13	43	43
Mathematics					
All Students	235	10	24	46	19
Regular	238	12	28	47	13
Students with Disabilities	226	2	10	45	42
Limited English Proficient	222	2	8	38	53
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Warning</i> for that subject area.					

2001 Statewide MCAS Performance Level Results by Student Status: Grade 8					
Average Scaled Score and Percentage of Students at Each Performance Level					
Subject Area and Student Status Category	Scaled Score	PERFORMANCE LEVEL			
		Advanced	Proficient	Needs Improvement	Warning
English Language Arts					
All Students	242	8	59	25	8
Regular	245	9	66	21	4
Students with Disabilities	229	0	24	45	31
Limited English Proficient	226	0	19	46	35
Mathematics					
All Students	233	11	23	34	31
Regular	235	13	27	37	23
Students with Disabilities	219	1	6	23	70
Limited English Proficient	218	2	5	22	71
History/Social Science					
All Students	224	1	10	48	41
Regular	226	1	12	53	34
Students with Disabilities	217	0	2	24	75
Limited English Proficient	214	0	1	15	84
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Warning</i> for that subject area.					

2001 Statewide MCAS Performance Level Results by Student Status: Grade 10					
Average Scaled Score and Percentage of Students at Each Performance Level					
Subject Area and Student Status Category	Scaled Score	PERFORMANCE LEVEL			
		Advanced	Proficient	Needs Improvement	Failing
English Language Arts					
All Students	239	15	36	31	18
Regular	241	18	39	31	12
Students with Disabilities	223	2	12	32	53
Limited English Proficient	221	1	8	30	62
Mathematics					
All Students	237	18	27	30	25
Regular	239	21	30	31	18
Students with Disabilities	222	3	9	27	62
Limited English Proficient	224	6	12	24	57
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area.					

1997-2001 Massachusetts SAT I Scores by Race and Gender

Verbal												
SAT I test-takers who described themselves as:	1997		1998		1999		2000		2001			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	Total
American Indian or Alaskan Native	460	464	470	473	483	470	476	454	481	462	471	471
Asian, Asian American or Pacific Islander	466	462	473	474	486	468	471	477	489	481	485	485
African American or Black	427	430	435	429	427	430	432	432	433	434	433	433
Hispanic or Latino Background:												
Mexican or Mexican American	503	497	493	483	477	462	508	506	521	524	523	523
Puerto Rican	426	403	420	403	437	421	427	417	429	422	424	424
Latin American, South American, Central American, or Other Hispanic or Latino	446	436	447	427	455	440	447	425	445	437	440	440
White	523	519	526	518	528	522	526	521	529	520	524	524
Other	488	476	515	490	509	489	497	488	504	487	494	494
No Response	506	509	503	498	508	499	508	513	510	505	508	508
State Mean Score	510	506	513	504	515	507	513	509	516	507	511	511
National Mean Score	507	503	509	502	509	502	507	504	509	502	506	506

Math												
SAT I test-takers who described themselves as:	1997		1998		1999		2000		2001			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	Total
American Indian or Alaskan Native	474	441	478	454	480	441	493	446	486	463	474	474
Asian, Asian American or Pacific Islander	563	528	557	530	562	520	564	532	569	534	550	550
African American or Black	427	406	434	412	428	408	439	415	436	415	424	424
Hispanic or Latino Background:												
Mexican or Mexican American	499	493	478	466	497	453	496	479	521	495	508	508
Puerto Rican	437	380	434	394	436	397	440	403	443	408	421	421
Latin American, South American, Central American, or Other Hispanic or Latino	467	418	469	420	464	428	471	421	460	432	444	444
White	535	500	535	502	539	504	539	506	544	508	524	524
Other	501	459	519	468	522	467	511	469	516	469	489	489
No Response	524	497	520	490	527	488	528	503	524	497	511	511
State Mean Score	526	491	526	492	530	493	531	498	533	498	515	515
National Mean Score	530	494	531	496	531	495	533	498	533	498	514	514

Source: The College Board, Massachusetts Report, "College-Bound Seniors: A Profile of SAT Program Test Takers, 1997, 1998, 1999, 2000, 2001"; Table 4-1 and Table 6



2001 Massachusetts AP Report Overview (Public Schools)

	State				National			
	Number of Candidates		Number of Exams		Number of Candidates		Number of Exams	
	Number	% Change from previous year	Number	% Change from previous year	Number	% Change from previous year	Number	% Change from previous year
Total	16,671	9.6%	27,153	10.5%	681,309	10.3%	1,139,516	11.7%
Gender								
Male	7,233	8.0%	12,146	8.4%	297,649	10.0%	516,373	11.1%
Female	9,438	10.8%	15,012	12.2%	383,659	10.6%	623,143	12.2%
Ethnic Group								
American Indian	23	(37.8%)	32	(40.7%)	2,970	(3.7%)	4,631	(2.1%)
Asian	1,413	6.5%	2,701	10.8%	79,779	8.8%	158,673	10.4%
Black	444	37.9%	657	41.0%	35,220	11.2%	52,485	13.2%
All Hispanic	490	26.0%	694	20.7%	75,638	16.1%	114,943	17.7%
Mexican American	29	38.1%	56	69.7%	41,848	15.6%	63,677	17.3%
Puerto Rican	129	5.7%	168	-	4,412	5.6%	6,536	8.7%
Other Hispanic	332	35.0%	470	25.7%	29,378	18.6%	44,730	19.8%
White	13,301	8.3%	21,424	9.2%	448,728	9.2%	742,145	10.6%
Other	496	4.2%	846	8.2%	21,950	10.5%	38,527	12.1%
No Response	504	31.6%	804	24.1%	17,013	26.6%	28,112	28.2%

AP Grades	State		National	
	Number	% Change from previous year	Number	% Change from previous year
5	4,724	(1.6%)	147,637	3.8%
4	6,395	6.5%	222,583	7.4%
3	7,589	8.4%	309,236	8.9%
2	5,889	23.5%	297,816	20.9%
1	2,561	28.6%	162,244	15.7%

Measuring Performance and Improvement: Schools and Districts

School Performance Rating Process

In 2000, the Department of Education began implementing the School Performance Evaluation component of the School and District Accountability System adopted by the Board in September of 1999. In January of 2000, the Department issued a mid-cycle report showing baseline performance on 1998 MCAS, improvement expectations for the first cycle, and performance on the 1999 MCAS to show schools where they were in relation to their improvement expectations. The report introduced schools to the format and content of the School Performance Rating Reports to be issued at the end of the 1998–2000 review cycle.

During the winter of 2000, the Department used mid-cycle school ratings to identify a first group of eight low performing middle schools for immediate state intervention. Panel reviews were conducted at those eight schools. Five-member panels, comprised of three educational practitioners, a contracted school evaluation specialist, and a Department staff member, were assigned to each school. Review panel members studied the school's student assessment data, student participation and staff profile data, and program and school improvement planning documents. Members then visited the school for a day of observation, interviews, and meetings with faculty and school and district leaders. The panels were asked to report back to the Commissioner regarding whether the school had a sound plan for improving student performance, and whether the conditions were in place for successful implementation of such a plan.

Schools Determined to be Under-Performing

At the conclusion of the 2000 school review process, the Commissioner declared four schools to be under-performing. The Department conducted an in-depth fact finding review in two of the schools in the fall of 2000 to generate diagnostic reports intended to help guide the schools and the Board in the development and review of a school improvement plan. In accordance with M.G.L. c. 69, section 1J, and 603 CMR 2.00, the Regulations on Under-Performing Schools and School Districts, the schools were required to submit a School Improvement Plan for approval by the Board within six months of the Commissioner's declaration of under-performance.

At its January 2001 meeting, the Board approved school improvement plans for the Arlington School in Lawrence and the Lynch School in Holyoke. The Department conducted fact-finding reviews at the Roosevelt School in New Bedford and Kuss School in Fall River early in 2001. Those schools, with assistance from the Department, prepared and submitted school improvement plans for review and approval by the Board in May and July of 2001.

2000 School Performance Ratings

In late December 2000, the Department issued the first End-of-Cycle School Performance Ratings for all Massachusetts public schools. Individual school ratings were issued for every public school in Massachusetts, on the basis of both absolute performance over the two year review cycle (1999 and 2000) and improvement during the rating cycle as compared to the school's 1998 baseline MCAS test results. The school performance ratings can be found at: <http://www.doe.mass.edu/ata/ratings00>

The Department used the Cycle One School Performance Ratings to identify schools with critically low performance and no improvement. With these performance and improvement ratings and additional information, the Department selected a second group of twelve middle schools to undergo panel review during the winter of 2001.

Winter 2001 Panel Reviews

Of the twelve middle schools reviewed during February and March 2001, the panels found four schools to have solid improvement plans and the capacity to carry out these plans without further state action. The other eight schools reviewed during the winter 2001 panel review cycle all demonstrated similar deficiencies in planning for improved student performance. The schools' need for additional guidance and training in this aspect of their work was apparent from the reports. Hopeful that, with the benefit of such guidance and training, some of the schools might be able to move forward without ongoing state intervention, the Commissioner deferred the final decision on under-performance on the remaining eight schools for a period of six months. Each school received a \$25,000 grant to support their ongoing planning and school improvement efforts during the deferral period.

School Improvement Planning Retreats

In response to this identified need, the Department drafted written guidance and a training protocol to assist the eight schools during the deferral period. The schools were asked to form a leadership team to participate in a series of school improvement planning retreats held in June, August, and September 2001. At the retreats, the principal and a team from each of the schools participated in facilitated work sessions where Department technical assistance staff and data analysts guided them through an inquiry-based process designed to help the teams generate a sound plan for improving student performance at their schools.

Follow-up Panel Reviews

In October and early November 2001, follow-up panel reviews were conducted in each of the deferred decision schools to assess the school's progress. After considering the findings from both the original review panel and the follow-up panel, the Department found that six of the schools appeared to have developed sound plans focused on improving student performance, and that the conditions appeared to be in place for their successful implementation. The Commissioner extended the deferral period for the remaining three schools, each of which had made progress in their planning efforts, to provide an additional six months for those schools to continue its improvement planning work with additional support from the Department. The Commissioner will make a formal determination on the issue of under-performance by those three schools in 2002 at the conclusion of the six-month period.

Charter School Accountability

Under the charter school statute (M.G.L. c.71, s. 89) and regulations (603 CMR 1.00) the Board conducts an ongoing review of charter schools and, by the fifth year of a school's operation, decides whether a school's charter should be renewed. Specifically, the renewal of a public charter school is based on three guiding questions:

- Is the academic program a success?
- Is the school a viable organization?
- Is the school faithful to the terms of its charter?

The accountability process begins with the charter school application process, in which a founding group puts forth its vision of a school, including evidence that the group has the capacity to start up and run a viable public charter school. The accountability process then continues with the creation of an accountability plan that outlines concrete, quantifiable performance objectives over the term of the school's charter. The plan contains the outcomes the school has promised to the Board, to which the school is held accountable. The schools submit an annual report each August that describes the steps that the school has taken to reach the goals of its accountability plan.

The Board continues an ongoing review, carried out by the Department's Charter School Office, including site visits that take place in the school's second and third years of operation. These visits look for evidence to answer the three guiding questions as well as to corroborate and augment the information contained in the school's annual report. By August of the fourth year of operation, each school must submit an application for renewal of its charter. After submission of the application, the schools receive a four-day renewal inspection by a team of external reviewers who assess the school's progress relative to the three basic accountability questions. The result is an extensive report on the school and its performance over the term of its charter, which is added to the data collected in previous years. The Commissioner then makes a recommendation to the Board regarding each school's renewal based on the evidence in the materials and data gathered during the five-year term of a school's charter.

In 2001, the three schools finishing their first year of operation submitted an accountability plan; each of the 40 schools completed an annual report describing the school's progress; all second and third year schools received a full day review visit and report by a team of members; and four schools came before the Board for renewal. The Board renewed the charters of the Seven Hills Charter School and the Somerville Charter School. The Board renewed the charter of the Benjamin Banneker Charter School with conditions, which required a corrective action plan by the school and ongoing oversight by the Department. The North Star Charter School voluntarily closed prior to a Board vote in which the Commissioner had recommended non-renewal.

District Accountability

In the spring of 2001, the Legislature established the Educational Management Audit Council (EMAC) to oversee school district accountability. Under the Council's governance, the Office of Educational Quality and Accountability (EQA) was established to direct and conduct performance reviews of Massachusetts school districts. According to statute, the EQA was established "within the Department of Education but not subject to its control." The mission of the EQA is to review and evaluate the effectiveness of public school districts in promoting student achievement in the Commonwealth. Through general and in-depth monitoring of school and district educational performance, the EQA will prepare reports and findings on Massachusetts schools and district, with special focus on low-performing systems, that will inform local and statewide policymakers. The

Department's Accountability and Targeted Assistance personnel are working collaboratively with the newly appointed Executive Director of EQA to ensure coordination and alignment as various components of the Commonwealth's School and District Accountability System are further defined, developed, and implemented.

Program Quality Assurance Services

Through its Program Quality Assurance Services (PQA) unit, the Department implemented its ongoing responsibilities to oversee local compliance with state and federal education requirements through its Coordinated Program Review System which was implemented in 57 school districts and charter schools during FY 2001. Implemented over a 6-year cycle, this monitoring system addresses targeted requirements for Special Education (the federal Individuals with Disabilities Education Act and state law, G.L. c.71B), Transitional Bilingual Education (G.L. c.71A), Title I, and federal civil rights requirements under Title VI, Title IX and Section 504. In addition, programs under the Safe and Drug-Free Schools and Community Act, the Perkins Vocational Act, and nutrition programs and services were reviewed. In each case, the selected school districts were encouraged to implement self-assessment activities prior to the arrival of the Department's visiting team.

Comprehensive reports of the Department's findings in each of the 57 districts were prepared that described determinations about the implementation status of each program standard. The findings also noted those standards the onsite teams found implemented in a commendable fashion. For those standards found to be not fully implemented, local districts and charter schools proposed actions to bring those areas into compliance with the pertinent statute or regulation. Districts were encouraged to incorporate their corrective action activities into their District and School Improvement Plans, including the District Professional Development Plans.

At the request of the U.S. Department of Education, Office of Special Education Programs (OSEP), Program Quality Assurance Services staff conducted twelve additional focused monitoring activities in school districts and one education collaborative to determine levels of compliance with key federal special education standards. The results of these Department activities were then validated by a federal onsite monitoring team. The federal team found that the Department's monitoring procedures are effective in identifying and remedying, where necessary, noncompliance with federal special education standards.

During FY 2001, PQA additionally conducted detailed application reviews and selected follow-up onsite visits to all Department of Education approved Public and Private Day and Residential Special Education Schools that serve the Commonwealth's most disabled students. PQA continued to work cooperatively with the Operational Services Division of the Executive Office of Administration and Finance in the pricing of certain Chapter 766 Approved Private School programs.

PQA is the Department's unit most frequently contacted by the public regarding questions and concerns that focus on the effectiveness of local efforts to implement state and federal education requirements for students. Of the several thousand calls received from parents and others in the general public, approximately 1,460 persons formally asked the Department to review potential

noncompliance with education laws or regulations. In these cases, the Department, through PQA, used its Problem Resolution System to investigate and resolve all signed complaints alleging noncompliance with state and federal education requirements.

Staff from PQA provided ongoing telephone and onsite technical assistance to school officials and the public regarding the interpretation and implementation of education related laws, regulations, and Board of Education policies. The unit also recommended to the Commissioner the approval of program waivers submitted by school districts and private schools in the area of Special Education.

Research and Evaluation

The Department's Research and Evaluation unit, under the direction of the Office of Academic Affairs, works to expand the Department's information base to inform policy and programmatic decisions. During 2001, the unit developed several research projects to support the work of the Department, and also responded to requests for information from the Board and the Governor's office.

Some of the major projects during 2001 included:

- A continuation of the research-based middle school mathematics initiative with UMass Lowell;
- A survey of all teacher preparation programs in the state to determine the number of arts and sciences credits and education course credits required for specified license areas;
- A report compiling a variety of information sources to provide guidance in deciding if the Department should offer a physical science end-of-course assessment in grade 9; and
- The design of a study to compare a sample of grade 8 schools that both increased the number of students in *Proficient/Advanced* and decreased the number of students in *Warning* by 10% (on the grade 8 math MCAS) with grade 8 schools that only increased the number of students in *Proficient/Advanced* or decreased the number of students in *Warning* by 10% but did not do both.

The Research and Evaluation unit will continue to work closely with higher education institutions, the Education Reform Review Commission, and other relevant agencies to combine resources towards a focused research agenda which will provide useful, timely information to schools, districts, the Department, the Board, and the Legislature.

Office of Math, Science, and Technology/Engineering

The Office of Math, Science, and Technology/Engineering oversees many initiatives, including Partnerships Advancing the Learning of Mathematics, Science, and Technology (PALMS), sponsored by the National Science Foundation. Highlights of the progress of Massachusetts 10-year mathematics, science, and technology/engineering reform initiative include:

- 75% of 10th graders passed the mathematics MCAS test, up from 55% in 2000. Gains were seen across performance categories and across racial groups. New support structures, including tutoring programs, were put in place to allow the remaining students to pass the exam before graduation.

- NAEP results showed Massachusetts 4th graders scoring highest in the nation in both science and mathematics, while 8th graders tied for second place in science and fifth place in mathematics.
- Massachusetts SAT scores and participation in AP examinations in both mathematics and science continued to rise.
- Both the mathematics and science and technology/engineering frameworks were revised, approved by the Board, and made available to every school. Online interactive versions of both frameworks were posted on the Department website.
- Achieve has given high marks to Massachusetts standards and assessments in mathematics and English language arts—finding Massachusetts to be the first state of ten reviewed to date with both high standards and a high quality exam.
- New teacher licensure regulations require more extensive content preparation in mathematics and science for elementary and middle school teachers.
- The PALMS Regional Providers joined together to create the new Massachusetts PALMS Alliance to provide sustained professional development and technical assistance in mathematics, science, and engineering to school districts statewide.
- 25 Summer Content Institutes in mathematics, science and technology/engineering served 456 teachers in 2001.
- The office provided professional development in mathematics, science, and technology engineering education to approximately 3500 educators

The full PALMS initiative report can be found at:

http://www.doe.mass.edu/palms/news02/nsf_rep.pdf

Office for the Humanities

The Office for the Humanities oversees initiatives in English language arts, history and social science, the arts, and foreign languages. These include periodic revisions to the curriculum frameworks, professional development through content institutes and professional networks, and forums to familiarize teachers and administrators, professional development providers, and higher education with standards and licensure. This office is also responsible for programs dealing with academically advanced students.

Revisions to the Curriculum Frameworks

The second edition of the Massachusetts English Language Arts Curriculum Framework, approved by the Board in November 2000, was published and distributed to schools in June 2001. The second edition places a greater emphasis on reading research than the previous 1997 document and provides standards for student achievement in two-, rather than four-year clusters. It serves as the basis for the English language arts component of MCAS, curriculum development in districts, and professional development.

Initial work on producing a second edition of the History and Social Science Curriculum Framework began in the fall of 2000 with a series of six regional forums open to the public. Educators were invited to comment on the 1997 framework and make suggestions for revisions. In November 2000 the Commissioner appointed a panel of eighteen history and social science educators to a History and

Social Science Curriculum Framework Review Panel. Meeting monthly, the Panel recommended revising the format of the framework to include individual grade level standards, and to integrate geography, economics, and civics, wherever possible, with history. In July 2001 the Board voted to change the content of the high school assessment in history and social science from world history to United States history and in December 2001 approved the distribution of a public comment draft reflecting this change.

To ensure strong alignment between the standards in the frameworks and MCAS, content specialists in the cluster serve on the leadership team for the development of the assessments in English language arts and history and social science.

Professional Development in the Humanities

In the summer and fall of 2001, twenty-two content institutes in the arts, English language arts, foreign languages, and history and social science were offered at no cost to teachers of the Commonwealth. These institutes, which enrolled approximately 500 participants, were designed by school districts in partnership with colleges and universities, cultural institutions, and professional organizations. A similar number of institutes were offered in topics in mathematics and science and technology/engineering.

The Arts Network for Professional Development, a joint project of the Department of Education, the Massachusetts Cultural Council, the Boston Symphony Orchestra, and Young Audiences of Massachusetts, provided a series of four full-day workshops for teachers of dance, music, theatre, and visual arts. Teachers of foreign languages were served through regional workshops on performance assessment and in sessions at the Spanish Resource Center at the University of Massachusetts, Boston, a joint effort of the university, the government of Spain, and the Department.

Members of the cluster, together with staff from the Office of Mathematics, Science, and Technology/Engineering, Professional Development, and Instructional Technology, collaborated on a series of workshops for administrators and professional development providers. These workshops acquainted approximately 300 participants with the standards and licensure in English language arts, mathematics, and science.

Services for Academically Advanced Students

The Gifted and Talented grant program and advisory council, Advanced Placement grants, the Dual Enrollment Program, and the Stanley Koplik Certificate of Mastery were brought together this year under the leadership of the Office for the Humanities. Research on district programs for the academically advanced will result in a report to the Legislature in the spring of 2002.

Evaluation of Literacy Grants

The Department's Office of Reading has established an accountability system for determining the effectiveness of school-wide literacy grants. This system has been nationally recognized for its ability to:

- Track individual student progress from entry into the program through high school graduation;

- Provide information to teachers about reading instruction for individual students and for flexible grouping;
- Illuminate strengths and weaknesses in literacy instruction, both school-wide and by grade level by issuing classroom assessment reports to every teacher twice a year and school-wide reports to every principal twice a year; and
- Inform policymakers and funders about student reading proficiency.

The reading proficiency of 48,742 elementary school students has been documented through the Office of Reading's evaluation system. The Donahue Institute at UMass Amherst is the contracted evaluator, and collects data on the Reading Excellence: Read! Grant, the BayState Readers Literacy initiative, and the Elementary Schoolwide Literacy Initiative.

Early Learning Services Data Collection and Analysis

For the third consecutive year, the Community Profiles Project surveyed child care providers and programs, as well as families, on the supply and demand for child care in Massachusetts. The Department, in conjunction with local Community Partnerships for Children (CPC) sites, distributes four provider surveys to assess both the quality and quantity of services in center-based and Head Start programs, family child care programs, public school preschool and kindergarten programs, and school-age programs. In addition, communities administer a survey of family needs and satisfaction with child care.

Eighty-nine Community Partnerships for Children (CPC) sites participated in fiscal year 2001 compared to 76 CPCs that participated in the previous two years combined. Over 2,000 providers and programs returned surveys in FY 2001 and over 19,000 family surveys were returned. Over the past three years, Community Profiles has collected data from nearly all towns in the Commonwealth. Early Learning Services recently reported data to participating CPCs from the Center and Head Start Survey and the Family Child Care Survey. Highlights of findings from these two surveys are as follows:

Center and Head Start Survey (n=737)

- Nearly 9 out of 10 infants and toddlers (87%) are in care for six or more hours each day.
- On average, the cost for full-time (6+ hours/day) infant care is \$234.25 per 5-day week or \$12,200 per year.
- Full-time (6+ hours/day) preschool care costs on average \$158.91 per 5-day week or \$8,260 per year.
- Approximately one-third of programs surveyed are accredited by the National Association for the Education of Young Children (NAEYC).
- Overall staff turnover is 33 percent, but the rate differs by position (full-time assistant teachers 36%, teachers 34%, lead teachers 30%).
- More than half (53%) of lead teachers, 26 percent of teachers, and 13 percent of assistant teachers have bachelor's degrees or higher education.
- Programs reported that staff compensation, staff qualifications, and availability of infant and toddler care are the three most pressing public policy issues, respectively.

Family Child Care Survey (n=1273)

- Less than half (45%) of family child care providers have their own children to care for.
- On average, direct care is provided 47 hours per week, and another 16 hours are spent on other activities (e.g., curriculum and nutritional planning, set-up and break down, cleaning, record keeping and budgeting, etc.).
- Although 40 percent have full-time vacancies, only 30 percent reported having a waiting list.
- Approximately 25 percent of providers have bachelor's degrees or higher education.
- Approximately one-fourth (27%) are members of professional organizations such as NAEYC or the National Association of Family Child Care.
- Providers reported that state reimbursement rates, health insurance benefits, and the availability of infant and toddler care are the three most pressing public policy issues, respectively.

Data from the public school, school-age child care, and family surveys will be available in February 2002.

Future Trends Report: Volume VI: 2001

The state Early Childhood Advisory Council is charged (by M.G.L. c.15, s.54) to conduct a "comprehensive study of future trends in early care and education" along with strategies for serving unserved segments of the population, every two years. The 2001 report summarized current research on early development, current economic and social trends that affect the healthy development of children and families, reviewed the existing early care and education and family support system in Massachusetts, and made recommendations to improve and finance the system. The full report can be found at: <http://www.doe.mass.edu/mailings/2001/320/future.pdf>

Early Learning Services Program Evaluations**Cost and Quality Study: The Cost and Quality of Full Day, Year-Round Early Care and Education in Massachusetts**

This report is on the first phase of a study conducted by the Center for Research on Women, Wellesley College, and Abt Associates. Massachusetts invests \$634.4 million in state and federal funds in early care and education (not counting public K-3). Families in Massachusetts invest roughly \$951 million in this same system. The Department of Education and the Federal Administration for Children and Families funded the Massachusetts Cost and Quality Study to assess the quality of programs in Massachusetts and the likelihood that programs which are funded by government and parents have positive outcomes for children.

The initial phase of the study sampled center-based, private programs for preschool-age children (2.9 to 5 years of age). Ninety classrooms, randomly selected from licensing lists and representative of the state, were observed and center directors were interviewed by trained researchers. The study provides a snapshot of preschool programs provided in full time, full year centers in Massachusetts. Since it used the same primary instrument as some other national studies, Massachusetts can be compared to some other states on these measures. The major findings included:

- Full time early care and education for preschoolers in Massachusetts is comparable or better than similar preschool care in other states. This was attributed both to the quality initiatives of the Community Partnerships for Children program and the state's relatively strict licensing regulations.
- Massachusetts preschool classrooms vary considerably in the quality of care and education that they provide.
- Centers with lower child to staff ratios, better-educated teachers, and that those that use teachers, rather than assistant teachers for staffing, provide higher quality care. Staff directors reported the difficulty in hiring and retaining qualified teachers. They reported that 26% of staff had left in the past year, and that 40% of those staff left the field of early care and education. Of newly hired replacements, center directors reported that 48% of the newly-hired teachers were less qualified than their predecessors.
- Low- and moderate-income families are less likely to have access to quality preschool care and education. Centers serving low and moderate-income families more often staffed their classrooms for longer periods with assistant teachers rather than more qualified teachers in comparison to centers serving higher income families. Only 10% of classroom staff at centers serving mostly low-income families had 2-year degrees in contrast to 61% at centers serving higher income families. These variations in staffing reflected similar variations in quality in the classroom.
- Labor is the single largest component of the child care center costs, and labor costs are strongly associated with the observed quality of early care and education. Labor expenditures were an average of 72% of a center's budget. Higher labor costs were strongly correlated with higher quality.
- Higher quality early care and education costs significantly more than lower quality care and education.
- 35% of the centers were accredited by the National Association for the Education of Young Children and that accreditation was positively correlated with quality. Accreditation is a requirement of the Community Partnerships for Children programs.

Observations on public preschool classrooms have been completed and a report will be issued in the fall of 2002. During 2002, observations in family child care homes and in infant/toddler center-based programs will be conducted. A report the next phase of the study will be available in 2003.

Pilot Project to Assign SASID Number to Children in Early Childhood Programs

Early Learning Services is working to implement a longitudinal research project with the existing Parent-Child Home Program (PCHP) sites in Massachusetts. The project will assign SASID (State Assigned Student Identification) numbers to PCHP child participants. The project will allow the Department to follow children who have experienced various early childhood interventions, such as PCHP, and monitor their progress in order to evaluate the merits of those early childhood programs in the Commonwealth.

Developing Effective Intervention Strategies

Academic Support Services Programs

The Academic Support Services Program (ASSP) was created by the Legislature in 1998 to address the needs of students scoring in the *Warning/Failing and Needs Improvement* categories on MCAS. The Academic Support Services Program provides funding that enables districts to offer intensive small group instruction and innovative programming which gives students with the greatest need expanded opportunities to improve their knowledge and academic performance. During the first two years of implementation, school districts and charter schools used Academic Support Services Program funds to extend student learning time before and after school, on weekends and school vacations, and during the summer. In the third year, the Department initiated a pilot program that allowed thirteen districts to operate extended learning opportunity programs during the school day at the high school level. In addition, specialized summer programs for English language learners operated in twelve districts with high percentages of Limited English Proficient students. During Fiscal Years 1999 and 2000, the budget appropriation for Academic Support Services was \$20 million. The appropriation was increased to \$40 million for the 2001 fiscal year.

Districts report student level data on Academic Support Services Program participation and progress. By tracking individual student data that includes the number of hours of services received by content area and grade level, the instructional model used, and pre- and post-test scores, school districts and the Department can ascertain program effectiveness based on student results over time. This information is important in identifying promising practices, future planning by the districts, and the continual refinement of program models.

FY 2001 School Year and Summer Programs

With the additional funding appropriated in FY 2001, the Department was able to increase both the number of districts receiving grants and the amount of funding available to the districts. 320 districts and charter schools were awarded \$35,004,656 in grants to extend learning opportunities for students during the school year and summer. This represents an increase of 145 districts over FY 2000.

- 176 school districts and charter schools operated programs during the 2000-2001 school year.
- 276 school districts and charter schools operated programs during the 2001 summer months.
- 133 school districts operated programs during both the summer and school year.

The total enrollment for the school year and summer components of the FY 2001 Academic Support Services programs is estimated to be 65,000 in grades 2 through 10. This represents an increase of approximately 22,000 students over the actual number of students served in FY 2000 (42,906). Data on the school year and summer programs will be reviewed and analyzed, and a report will be posted on the Department's website.

Implementation of FY 2001 School Year Programs

Complete data has been submitted for 168 (of the 176) school districts and charter schools that operated Academic Support Services programs during the 2000-2001 school year. A review of the data submitted provides the following information.

Funding

- About 34% of the FY 2001 grant funds, \$11,972,167, were awarded for programs taking place during the school year. This is more than twice the amount districts spent during the FY 2000 school year (\$5,320,040).
- The average per pupil cost was \$388.

Students Served During the School Year

30,879 students participated in school year programs. Note that this is an unduplicated (actual) count of individual students served. Of these students, 9,883 participated in classes offered in more than one content area.

- 2.9% of the students were in grade 2.
- 15.2% of the students were in grade 3.
- 22.4% of the students were in grade 4.
- 10% of the students were in grade 5.
- 9.7% of the students were in grade 6.
- 6.8% of the students were in grade 7.
- 10.8% of the students were in grade 8.
- 7.6% of the students were in grade 9.
- 14.5% of the students were in grade 10 (the class of 2003).

Content Areas

All districts provided instruction in English language arts, mathematics, and/or science; many districts provided instruction in more than one content area.

- 291 districts taught English language arts.
- 299 districts taught mathematics.
- 10 districts taught science and technology.

Hours of Instruction in School Year Programs

- 916,346 hours of additional instruction were provided during the school year. This represents an increase of 121% over the hours provided in FY 2000 under the ASSP grant program.
- A statewide average of almost 30 hours of additional instruction per student were provided during the school year.

Student to Teacher Ratios

98.4% of the students were taught in groups of 10 or fewer students.

Gains in Student Performance from Pre- to Post-Test

School districts were required to use standardized tests and/or locally-developed assessments to pre- and post-test students who participated in Academic Support Services programs and submit that data to the Department. District reports on students with pre- and post-test scores indicated that:

- 60.7% of the 21,519 students in English language arts programs showed gains in post-test results;
- 62.2% of the 18,869 students in mathematics programs showed gains in post-test results; and
- 66.6% of the 374 students in science programs showed gains in post-test results.

Training and Technical Assistance

From October 2000 through June 2001, Academic Support Services Program staff organized and conducted four regional technical assistance sessions, providing training and written resources for teams from districts with high percentages of low-performing students. All of these sessions were delivered in conjunction with the After-School and Other Out-of-School Time program to encourage school districts and community organizations to collaborate on the implementation of activities across the two programs. The sessions also provided the opportunity for Department staff to answer questions about the new requirement that districts develop Individual Student Success Plans for students who have failed the MCAS in either English language arts or mathematics at any grade level. In addition, the two programs collaborated in organizing a statewide conference at the end of May, which consisted of eleven strands of concurrent workshops. These workshops focused on highlighting promising program models, sharing information about the progress of the Student Success Plan effort, and delivering training on topics such as reading instruction and teaching math at the secondary level.

Onsite Documentation of Program Activities

Academic Support Services staff visited programs at approximately 120 district and charter school sites. All of the thirteen programs offering extended learning during the school day for high school students and an additional twelve districts operating summer programs for English language learners received visits. These visits involved interviews with program coordinators, site coordinators, teachers, and in some cases students; observations of lessons; and a team summary of the strengths, replicable elements, areas of concern, and overall quality of the program, along with suggestions for technical assistance and recommendations for future improvements. The information gleaned from these site visits was valuable in pinpointing districts that require additional technical assistance and in helping to identify programs that can be featured in FY 2002 training sessions and resource materials. In addition, Department staff provided written and oral feedback to all programs that were visited.

Targeted Assistance Activities

In addition to the programs that provide enhanced instruction, FY 2001 Academic Support Services funds were awarded to selected schools and school districts with large numbers of low performing students aimed at improving the educational opportunities for their students. Urban districts and vocational technical schools received funding to support professional development and targeted programs in mathematics and English language arts in their secondary schools. Low performing middle schools that were reviewed under the Department's accountability system received intensive training and support to develop improvement plans focused on increasing student achievement.

Trends for FY 2002 School Year Grants

For FY 2002, the budget appropriation for the Academic Support Services Program has been increased to \$50 million. The Department was able to provide information to districts on the full funding available to them under the Academic Support Services line item once the state budget was completed. Prior to the receipt of the final appropriation amount, districts were permitted to spend 25% of their prior year's grant award on programs for school year high school programs. Approximately \$8.7 million has been awarded to districts for school year programs at the high school level and, with additional funds, districts may increase their awards for programs for the balance of the school year. The Department released requests for proposals for high school summer program

funding and school year funding for programs at the elementary and middle school levels, summer programs for high school students, summer programs for English language learners, and a new competitive grant focusing on academic supports for the class of 2003 in December 2001.

In August, the Department issued a request for proposals and application materials for a new Academic Support Services Program component: Project Success grants. These grants are available to the 270 districts with high school students who failed the 10th grade MCAS in either English language arts and/or mathematics. 221 districts have been awarded grants to provide academic support in mathematics and English language arts during the school day, after school, and/or on weekends. These districts have proposed to serve more than 29,000 high school students, of whom more than 17,400 are in the class of 2003, more than 7,400 are in the class of 2004, and more than 4,300 are in the class of 2005. Over half of the districts (121) are operating programs during the school day. [Note: These districts may also be offering extended time programs as well.]

Student Success Plans

All districts in which more than 20% of the students received *Failing/Warning* scores on the MCAS are required (by M.G.L. c. 159, s.137) to submit a district-wide Student Success Plan to the Department. In the fall of 2000, the Commissioner and the Board directed that this legislative requirement be implemented as a condition for the receipt of FY 2001 Academic Support Services Program grant funds. District-wide Student Success Plans are intended to detail the district's plans for the development of Individual Student Success Plans for students that score in the failing category on the English language arts and/or mathematics MCAS. Individual Student Success Plans describe the instruction and assistance available to the student to support the mastery of skills and knowledge needed to meet state performance standards.

The Department provided information to school districts on this requirement in November 2000 at four regional training sessions across the state. The Department also developed written guidance for districts on the elements required for the district-wide plans and provided models of individual plans for districts to adapt to their own needs. All school districts and charter schools that received Academic Support Services summer grants submitted district-wide Student Success Plans. These plans were reviewed by the Department against a set of standards developed after consulting with an advisory group composed of representatives from a range of school districts. Approximately 85% of the district-wide Student Success Plans received approval by the Department and 15% required revision or clarification.

After School and Other Out-of-School Time Programs

In its second year of implementation, the Department awarded \$5,072,838 in After School and Other Out-of-School-Time (ASOST) continuation grants to 76 school districts/communities across the state. An additional \$472,043 in ASOST Enhancement Grants was awarded to 22 of the 76 ASOST grantees to include children and youth with disabilities in ASOST programs that also serve non-disabled youth.

The primary goals for the After School and Other Out-of-School-Time programs are to: 1) provide funding to local communities to deliver quality programs during out-of-school hours; 2) support efforts to strengthen the coordination between the instruction that occurs during the school day and the enrichments and supports that take place during the out-of-school hours; and 3) support a local

council structure that coordinates planning, resource allocation and coordination of ASOST programs and services to children and youth in the community. The budget language required that funds be awarded to local councils representing primary stakeholders in the development and implementation of after school programming in communities.

Communities that received both the ASOST grant and Academic Support Services Program funding were encouraged to coordinate their programs to link intensive instruction for low performing students with enrichment opportunities that reinforce and expand students' knowledge and healthy development.

Highlights of the FY 2001 statewide program include:

- 76 grants were awarded to local councils that served children in 127 cities and towns across Massachusetts.
- 28,468 children and youth participated in after school and other out-of-school time program services offered across the state in 365 various sites, an increase of 30% over FY 2000.
- 22 of the 76 grantees were awarded Enhancement Grant funds to include children and youth with disabilities into their ASOST programs.
- As a result of the Enhancement Grant, an additional 831 children and youth with disabilities were provided with the supports needed to actively participate in ASOST programs.
- Across the state, each child who participated in after-school or other out-of-school-time programs attended an average of 80 hours of programming offered outside of regular school hours, while some children attended up to as many as 400 hours of programming.
- 85% of the local councils continued to select the school district to serve as the applicant agency; 9% selected a non-profit agency; and 6% selected a municipal agency.
- 90% of districts receiving grant monies housed their ASOST programs in their local school buildings. 36% of grant recipients contracted with an OCCS licensed provider to supply after school and other out-of-school-time program services, while 23% of programs were community-based agencies.
- Technical assistance and regional training sessions were held in which 400 participants received training in the following areas: program evaluation, curriculum development, program implementation, and strengthening community councils.
- After School and other Out-of-School-Time programs, along with Academic Support Services, held their first joint statewide conference with 500 participants attending, including school administrators, school-day teachers, after school staff and community based providers.
- A pilot project aimed at strengthening communication and relationships between school day teachers and after school staff was conducted in 5 districts/communities across the state.

By far the greatest number of community sites offered a combination of homework assistance, academic instruction and enrichment, and physical activity/recreation programming. The Department provided extensive training and assistance to programs in FY 2001 on common evaluation methods to enable programs to measure the impact of After School and Other Out-of-School Time services on student academic performance and youth development.

Office of Student Achievement

In the fall of 2001, the class of 2003 received the results from the spring MCAS tests. Students whose scaled score results in mathematics or English language arts on the spring 2001 MCAS tests were below 220 will need special attention and assistance in order to help them to earn a competency determination. The Department has established a number of initiatives to help ensure that students in the class of 2003 and beyond have the support they need in order to pass the MCAS.

In December 2000, the Commissioner created the Office for Community Outreach to create a greater connection between parents, families, and schools. In April 2001, Governor Jane Swift kicked off a comprehensive public information campaign designed to inform parents, students, and the public about the MCAS. The campaign included television and radio advertisements featuring Massachusetts educators; a new enhanced MCAS website with up to date information and statistics; an MCAS Parent and Community Resource page, mcasinfo.com; a toll-free hotline to answer questions about the MCAS (1-866-MCAS220); and outreach to statewide Parent Resource Centers.

In January 2001, the Commissioner established the Office of Student Achievement to provide support to students in the class of 2003 who were in danger of failing or had failed the Grade 10 MCAS tests in English language arts and mathematics. The scope of the office's work has been expanded to include the Classes of 2004 and beyond. Various strategies were introduced or developed by the Department, including:

- Recruiting and training volunteers to become tutors and mentors;
- Developing strong partnerships with business leaders and community organizations;
- Developing focused retest guides to assist students in preparation for the December retests. These guides were posted on the Department's website and mailed to all high schools;
- Researching best practices in tutoring, including one-on-one tutoring and computer-based tutorials in English language arts and mathematics; and
- Collaborating with programs within the Department to share information and coordinate services to schools, students, parents (Academic Support Services, School to Work, etc.)

Representatives from the Office of Student Achievement introduced a tutoring program to the Malden Public Schools' leadership team; assisted in the program's design; provided a consultant to assist with program implementation, including MCAS analysis; recruited and trained volunteer tutors from the Department and the Mayor's office; and continue to evaluate the overall effectiveness of the program through student and volunteer surveys. The Office of Student Achievement and the Malden High School staff collaborate on this program. Currently, there are 64 volunteers participating: 40 from the Department of Education, including the Commissioner, and 24 from Malden City Hall.

Beginning in October 2001, the Department, in partnership with the Princeton Review's Homeroom.com and the Virtual Education Space Portal, began providing an online, web-based, unlimited usage tutorial program for all 11th grade high school students as a supplemental tool for gaining mathematics and English language arts skills. This program provides students with easy, reliable, around the clock access to the web tutorial, which diagnoses their weaknesses in mathematics and English language arts and provides on-line assignments to assist them. This service will continue through May 13, 2002 for the class of 2003, at www.mcas2003.com.

Office of Reading

The Department established the Office of Reading in February 2000 to underscore its commitment to improve the reading proficiency of students in the Commonwealth. The need to improve reading instruction, and thereby student reading skills, has become a local and national priority driven by evidence-based reading research. The Office reports to the Associate Commissioner of School Readiness. The Office of Reading works to provide leadership for literacy by administering 6 literacy grants; linking literacy activities within the Department and with other agencies and organizations; and evaluating effectiveness of literacy grant programs.

Of the 6 literacy grants administered by the Office of Reading, the first 3 listed below require a school-wide commitment to engage in professional development that improves reading instruction. Although the amount of funds, source of funds, and source of professional development varies by grant program, all are designed to adhere to research-based principles known to promote literacy. The Department sponsors network meetings and provides consultation to support school leaders' grant implementation.

Reading Excellence: READ! Grant

READ! is a schoolwide literacy grant funded under the federal Reading Excellence Act to improve reading and writing instruction and increase reading services so that all children will learn to read independently and well by the end of grade 3. Massachusetts was among the original 17 states to receive competitive Reading Excellence funds in August 1999. Eighty-two elementary schools were awarded READ! grants in FY 2000 and will receive funding through August 2002. Schools use grant funds to hire a school-based literacy coordinator, purchase children's books, and contract with consultants to provide professional development in the six dimensions of reading emphasized by recent reading research. Grant amounts range from \$70,000 to \$125,000 per year, depending on enrollment.

Elementary Schoolwide Literacy Grant

Elementary Schoolwide Literacy Grants are funded by the Commonwealth to improve reading and writing proficiency of students in grades K-5. Schools use grant funds to hire school-based literacy coordinators, purchase children's books, and contract with consultants to provide professional development in the six dimensions of reading as emphasized by recent reading research. This program began in fiscal year 2000 with 27 elementary schools and has grown to include 143 schools in FY 2002. Grant amounts range from \$40,000 to \$60,000 per year for 3 years, depending on enrollment.

BayState Readers Literacy Initiative

The newest of the state funded literacy grants, BayState Readers, began in FY 2001. The purpose of this program is to improve literacy instruction so that 100% of students in grades K-5 can read well. 85% of a school's staff must commit to this schoolwide initiative in order to receive a grant. Schools use grant funds to hire school-based literacy coordinators, purchase children's books, and provide stipends for teachers attending Department-sponsored Summer Reading Academies. During the 10-day Academies, teachers learn how to instruct children in the six dimensions of reading as emphasized by recent reading research. Seventeen pilot schools received funding in FY 2001 and 29

schools have been added in fiscal year 2002. Grant amounts range from \$120,000 to \$160,000 per year for 3 years, depending on enrollment.

John Silber Reading Teacher Grant

This grant program is funded by the Commonwealth to improve the reading and writing skills of students in grades K-5 by funding reading teachers' salaries. Recipients are required to give assurance that they will implement a school-wide literacy program at the end of their 3-year grant. Seventy-nine schools entered this program in FY 2000 and will continue through June 2002. Grant amounts are based on a formula, using as factors the local salary rate for a reading teacher and the number students in grade 1.

Early Literacy Intervention Grant

The Early Literacy Intervention Grant is funded by the Commonwealth to provide short term, individual tutoring for children who are at-risk of failing to read in the first grade. Grant funds are used for professional development to increase the skills of teachers to provide individual tutoring in literacy. This grant program is competitive every year, with 73 grants awarded for FY 2002. Grant amounts range from \$25,000 to \$55,000, depending on enrollment.

Reading Excellence: Tutorial Grant

The Tutorial Grant is funded under the Reading Excellence Act to provide students in grades K-3 with tutoring in reading. This tutoring must occur outside of regular school hours and tutors must use instructional methods based on the six dimensions of reading emphasized in recent research. Twenty-six schools entered the Tutorial Grant program in FY 2000 and will continue through August 2002. Schools use grant funds to hire tutors and to purchase children's books. Grant amounts range from \$6,000 to \$32,000 per year for three years, based on students' need for intensive tutorial intervention.

Early Childhood Education

Children's experiences in the early childhood years, from birth to six, literally shape the brain and its level of complexity. The time when this shaping – building neural connections and “pruning” of those connections based on experience – occurs is the best opportunity we have to ensure that children get the right start in life and have the best foundation for success in school. This is not a passive process, but highly dependent on interaction with the primary people in the child's life – parents, siblings and the child's earliest teachers and caregivers. The Department's Early Learning Services unit administers a number of grants that promote early childhood education:

Massachusetts Family Network (MFN) Grant

This program provides family education and support to families with young children (prenatal through 3 years old). Under the guidance of a local parent and provider coalition, programs provide several services: home visits, developmental screening, adult education, family education, parent support groups and playgroups, and family literacy activities. MFN is funded at a level of \$6.4 million and funds 41 programs in 140 cities and towns serving 24,000 families and 21,600 children. Programs emphasize prevention and build on the strengths of families and existing resources in a community.

Parent-Child Home Program (PCHP) Grant

PCHP is a home-based parenting and early literacy program designed to help strengthen verbal interaction and educational play between parents and their preschool children. Teaching demonstrators visit each family twice a week for two years, beginning when a child is between 16 months and 2 years old. The program is targeted toward families whose income or educational levels may put children at an educational disadvantage. Massachusetts currently funds 39 local programs that support 1200 children at a level of \$3 million.

Early Childhood Community Partnerships for Children Grant

This is a comprehensive, early care and education program for preschool-aged children. The program is funded at a level of \$104 million with state (54.57%) and Transitional Aid to Needy Families (TANF) funds (45.43%). The program serves 20,000 children annually in 332 of the 351 communities in Massachusetts in ways that are responsive to the needs of children and families in that particular community. The program brings parents and community members together to serve on a Council to plan, implement, and evaluate early care and education services. The Department supports the development of these programs by working with local programs to collect and analyze data to use in planning, developing a system of fiscal and programmatic accountability, and providing technical assistance to CPC Councils on system development. Programs are required to seek accreditation by the National Association for the Education of Young Children as a condition for funding. Massachusetts currently has the most accredited programs in the United States with 766 accredited programs and 991 programs in the process of becoming accredited or reaccredited. The program has increased support for working families with preschool children by expanding programs that assist parents earning up to 125% of the state median income, using a sliding fee scale. Since its inception, the program has increased the percentage of children with disabilities served in inclusive programs from 20% in 1986 to currently over 80%. The program has also increased comprehensive services including health, mental health, social services, supportive language services, family education, and literacy initiatives.

Head Start Program Grant

Massachusetts provides \$4.1 million in state funds to increase Head Start salaries and \$1.9 million to expand Head Start services to an additional 300 children.

Early Childhood Special Education Allocation Grant

Federal funds are targeted to support the development of integrated programs for preschool and kindergarten children. The \$10.1 million support the availability of enhanced services for 14,000 children with disabilities. These grants have worked in tandem with the Community Partnerships for Children grants to ensure young children with disabilities are educated with their peers without disabilities.

Kindergarten Development Grant

Massachusetts currently provides funds to school districts to expand the implementation of high quality full-day kindergarten programs in the state. One grant is designed to enhance the educational experience of children currently in full-day kindergarten by improving the quality of curriculum; improving the continuity of curriculum across preschool, kindergarten, and grade one; supporting the inclusion of young children with disabilities; and by developing other programmatic components of

kindergarten. Full-day kindergarten programs are required to become accredited by the National Association for the Education of Young Children. Full-day kindergarten programs are also required to work with parents and local early childhood programs to ensure a smooth transition for children entering kindergarten and beginning their public school career. In FY 2001, \$23.5 million was allocated to 105 school districts/charter schools under these Quality Full-Day Kindergarten grants. These funds paid for quality enhancement initiatives in a total of 1470 classrooms serving an estimated 27,490 kindergarten children in Massachusetts. Paraprofessionals or new lead teachers were funded in 899 classrooms.

Another grant is designed to encourage the voluntary expansion of high quality, full-day kindergarten education by supporting districts in planning the transition from half-day to full-day kindergarten classrooms or assessing the feasibility of implementing full-day kindergarten programs in the next five years. In FY 2001, a total of \$3.5 million was allocated to 40 school districts that opened 205 new full-day kindergarten classrooms in September and to 30 districts that conducted feasibility studies.

Early Childhood Program Standards

The Department has revised its Early Childhood Program Standards, and the Board released the draft standards for public comment in June 2001. The standards were developed by a broad based subcommittee of the Statewide Early Childhood Advisory Council in conjunction with other state agencies. These program standards would apply to all preschool programs that receive state funding under the Community Partnerships for Children program including public school, Head Start, and private preschool programs. The draft standards propose new teacher qualifications, to be phased in over a lengthy period of time, that require newly hired teachers to hold an associate's degree by the year 2009 and a bachelor's degree by the year 2016. The draft standards also include *Guidelines for Preschool Curriculum Experiences that Align with State Curriculum Frameworks*. Staff from Early Learning Services worked with a subcommittee of the Early Childhood Advisory Council to develop these guidelines which focus on how meaningful play-based experiences provide important foundations for learning. The subcommittee included representation from Head Start and private preschool/child care programs as well as public school programs.

The Board solicited public comment through November 2001. Department staff will review and analyze the public comment for presentation to the Statewide Early Childhood Advisory Council in 2002. The Advisory Council will then make changes based on the public comments and present a revised copy of the proposed standards to the Board for their review. Early Learning Services will be responsible for ensuring that early childhood programs meet the standards after they have been approved by the Board.

Project Good FIT: Families in Transition

Massachusetts has been awarded a \$10,000 grant from National Association of State Boards of Education (NASBE) to enhance our state's ability to provide seamless, integrated services to young children with disabilities and their families. This grant, called Project Good FIT: Families in Transition, supports children moving from Early Intervention Programs to public schools, Head Start, and childcare programs. The NASBE funds are being utilized to hire a consultant to design and produce materials that build on existing initiatives supporting a seamless system of transition in the

early childhood years. The consultant is working in collaboration with an interagency group, Working Together for Children, to identify, record, and disseminate promising practices generated through the interagency forums on transition scheduled for January 2002. The consultant is responsible for developing one set of “user-friendly” materials for families and early childhood professionals, to support the process of children transitioning from one service type or eligibility category to another.

Project Playgroup

Early Learning Services, in collaboration with the Department of Public Health, was awarded \$474,983 in federal discretionary funds from the U.S. Department of Education’s Office of Special Education Programs. A majority of these funds will be awarded to 20 Massachusetts Family Network (MFN) programs collaborating with Early Intervention (EI) to establish or enhance integrated playgroups in community settings for children with and without disabilities to age four. Additional grant funds will be used to provide training to MFN and EI programs, for program evaluation, and for the dissemination of best practices through a manual and a video about this model.

Instructional Technology

In October 2001, the Board approved Recommended PreK-12 Instructional Technology Standards. The purpose of the recommended standards is to define what PreK-12 students should know and be able to do in order to use technologies for learning. The standards can be found at <http://www.doe.mass.edu/edtech/01docs/itstand01.pdf>

In addition, the Department developed three electronic “smart forms” to gather data from school districts for technology plan approval so that districts will be eligible to apply for both federal grants and the E-Rate discount on technology services. Based on the data collected from schools through the electronic forms, the Department published EdTech 2000, which provides information on the use of technology in Massachusetts schools. The report can be found at <http://www.doe.mass.edu/edtech/broad/etreport00.html>

Through the federal Technology Literacy Challenge Fund, the Department provided 63 Lighthouse Grants and 44 Virtual Education Space Grants to schools to recognize and support their efforts in integrating technology into the curriculum frameworks. Also with these funds, the Department provided professional development grants to 16 school districts to assist staff in conducting assistive technology assessments, and provided 58 Technology Adoption Grants to schools to support their efforts in duplicating model projects integrating technology into the curriculum frameworks. The Department conducted four statewide technology conferences in the spring of 2001 to showcase exemplary and effective technology projects. Finally, through a federal Technology Innovation Challenge Grant, the Department provided technology professional development to 19 school districts to support teachers, technology specialists, and administrators in implementing effective models of teaching with technology.

Special Education

In December 2000, the Board adopted revisions to the Special Education Regulations, implementing all requirements related to special education from the outside sections of the FY 2001 budget. In November 2001, the Department published a Special Education Report, which provides a summary of special education activities for the past year. Highlights of activities from 2001 include:

Administrative Advisories

Since November 11, 2000 the Department has issued six Special Education Administrative Advisories, designed to update and inform superintendents, charter school leaders, special education administrators, directors of collaboratives, directors of approved special education schools, and other interested parties of the changes in special education. These six advisories covered overall changes in special education law, compliance activities required by the U.S. Office of Special Education Programs (OSEP), guidance on using a sliding fee scale for public payment of independent education evaluations in special education, notification requirements regarding findings of no eligibility for special education, and the revision of the Department's IEP process guide and required and recommended IEP forms and notices.

Regulations on Physical Restraint

Outside sections of the FY 2001 budget amended M.G. L. c71, § 37G, which prohibits the corporal punishment of students. New language required the Board to promulgate regulations regarding the use of physical restraint for students in public education programs. While this requirement is one that affects all general education programs and students and not just students with disabilities, it is an area that has considerable affect on students with disabilities and is included here for that reason. The Board adopted final regulations in February 2001 with an effective date of April 2, 2001.

Disability Focus Groups and Eligibility Guidelines

Disability focus groups were convened in FY 2000-2001 to identify key facets related to each disability area that would be of assistance in determining eligibility of students for special education services. Information from these disability focus groups was used to update eligibility guidelines and to assist special education teams to make a determination of type of disability and eligibility for special education. In March 2001, the Department's Office of Special Services published a working draft of its new technical assistance guide entitled *Is Special Education the Right Service?* This working draft is intended to be used in the spring, fall, and winter of 2001 and a final document is anticipated early in 2002. This document offers practitioners and parents information on the following:

1. Guidance on how to ensure a responsive general education environment;
2. Assistance in understanding disability and the distinctions between and similarities among different types of disabilities;
3. An explanation of the role of the assessment process in determining whether a student has a disability and is eligible for special education services; and
4. Direction to team members on establishing the relationship between a student's disability and the student's inability to progress effectively in general education in order to determine whether a student is eligible for special education services.

Parent's Rights Curriculum

During FY 2001, Department staff met with representatives from key advocacy and school-based organizations to discuss the development of a curriculum on parent's rights. The curriculum is designed to be used by every school district (along with the special education parent advisory council) each year to inform parents of their rights in the special education process. In October 2001 the curriculum was finalized. The Department shared information with school districts about the curriculum, and hosted three question and answer sessions across the Commonwealth for districts and parent advisory councils to assist in implementation at the local level.

Cost Increases or Savings

Using information from FY 1999 and FY 2000 as a baseline, this report will begin to detail cost increases or savings by school districts beginning in FY 2003, when the "Circuit Breaker Law" goes into effect. The law is designed to reimburse districts for high cost students and to reimburse tuition and instructional costs for in-district and out-of-district students. The data collected by the Department as this law takes effect will assist the Department and districts in assessing the impact of the new law statewide, as well as locally. Currently, the Department has the following information to report on the costs of special education in comparison to the general education spending. This information is provided from local school districts in their end-of-year fiscal report to the Department for the last three years. Please note that at this time the FY 2001 data is estimated. Of direct and indirect special education spending identified by school districts, the state is contributing approximately 40% of the costs. At the same time, special education costs represent approximately 21% of all educational costs. Spending related to special education, which includes specific grant programs as well as cost information, is increasing from year to year, while the numbers of students appears to be stable or decreasing as shown in the table in this report on the number of students served.

	<u>FY99</u>	<u>FY00</u>	<u>FY01 (est.)</u>
Total Direct Sped Gen Fund	1,165,356,845	1,267,053,392	1,345,712,346
Indirect Attributable to Sped	378,129,188	375,543,683	375,543,683
Total Sped Gen Fund (State and Local)	1,543,486,033	1,642,597,075	1,721,256,029
State Share of Sped Cost	39.9%	40.7%	40.9%
Total Spending, General Fund	7,278,436,543	7,820,603,169	8,264,215,827
Sped Direct & Indirect Pct of Total	21.2%	21.0%	20.8%
Federal Grants for Sped	90,319,645	103,492,490	103,492,490
State Grants and Local Revolving for Sped	12,635,932	12,594,412	12,594,412
Total Sped All Funds	\$1,646,441,610	\$1,758,683,977	\$1,837,342,931

Municipal Medicaid

Massachusetts cities and towns have been participating in the Municipal Medicaid program as a means of maximizing federal dollars to Massachusetts. School districts participate in this program to generate funds based on services to students receiving special education. Federal revenues based on this program are returned directly to the municipality. A number of municipalities also share such revenue with the school district, and, therefore, this program has also been a source of funding for education. Since its inception in FY 1994 through FY 2001, this program has generated

approximately \$400 million for Massachusetts. In FY 2000, Medicaid claiming for Massachusetts was approximately \$74 million and in FY 2001 it was approximately \$68 million. Of approximately 375 districts, 327 districts participated in this revenue-claiming program in FY01.

Students Served

The following information is provided in table form to highlight changes in numbers of students receiving special education services over the last few years:

	<i>FY 99</i>	<i>%</i>	<i>FY 00</i>	<i>%</i>	<i>FY 01</i>	<i>%</i>
<i>Regular Class</i>	25,760	15.6	21,735	13.4	20,314	12.5
<i>Resource Room</i>	97,701	59.3	98,770	60.8	97,895	60.3
<i>Separate Class</i>	22,438	13.6	22,656	13.9	23,111	14.2
<i>Public Day</i>	2,707	1.6	2,871	1.8	3,174	2.0
<i>Private Day</i>	4,919	3.0	5,088	3.1	5,129	3.2
<i>Residential School</i>	1,226	0.7	1,271	0.8	1,295	0.8
<i>Home/Hospital</i>	585	0.4	461	0.3	447	0.3
<i>3-4 Year Olds</i>	9,589	5.8	9,602	5.9	9,004	5.6
<i>Total Special Education</i>	164,925		162,454		160,369	
<i>Total School Enrollment</i>	970,491		978,619		971,425	
<i>% Special Education</i>	17.0%		16.6%		16.3%	

The full Special Education Report can be found at:

<http://www.doe.mass.edu/sped/2001docs/spedrep01.html>

Adult and Community Learning

The Department's Adult and Community Learning Services (ACLS) unit plays a key role in meeting the educational needs of the adults in Massachusetts by empowering them with the knowledge and skills needed to be productive workers and citizens of the Commonwealth. The Department funds programs to establish free access to basic adult education services in public school systems, public agencies, and community based organizations. These services are for residents of the Commonwealth who are ages 16 and older who are not enrolled in a high school. The educational services are designed to enhance an individual's literacy skills -- the ability to read, write, and speak English and to compute and solve problems at the levels of proficiency necessary to function as an effective parent/family member, productive worker, and contributing member of the community. Eligible agencies receiving funds must also address the needs of their adult students who are learning disabled. Programs offer activities to prepare students for passing a high school equivalency assessment and moving on to post-high school education or vocational training and/or acquiring or advancing in employment. The major portion of ACLS funding is allocated to grant programs that serve students directly. These include:

- **Community Adult Learning Centers** (102 grants, totaling \$28.4 million) which provide support for 148 centers including special projects for under-educated and limited English proficient adults

who are homeless, pursuing citizenship, health education, etc.

- **Workplace/Workforce Education** (15 grants, totaling \$1.05 million) which supports partnerships between experienced adult education providers, business leaders, and unions (where applicable) to provide adult education in workplace contexts so that workers and employers can meet escalating skill demands on the incumbent workforce.
- **Family Literacy** (14 grants, totaling \$1.79 million) which supports comprehensive family literacy services between the adult educational system, health providers, and human service delivery systems which include adult literacy, early childhood education, parenting skills, and home visits to undereducated and/or limited English proficient parents and their children.
- **Education for Incarcerated Adults** (13 grants, totaling \$1.38 million) which supports homeless shelters with the expectation that students would “reintegrate” into community adult learning centers, adult basic education, and ESL instructional services for inmates.
- **Transitions** (8 grants, totaling \$700,000) which provide access to transition services for students who choose to transition from adult learning centers to post-secondary programs offered through the community college system in Massachusetts. The project provides not only the academic support needed, but also additional support services that allow adult learners to successfully complete their educational goals.
- **The Adult Basic Education (ABE) Distance Learning Pilot Project** (3 grants, totaling \$264,000) which explores the use of video, computer-assisted instruction, and telecommunications so that adults who are interested in pursuing their education can overcome any barriers that may prevent them from participating in ABE instruction that could be caused by situations such as distance, waiting lists, or conflicting family/work schedules. This program supports four regional sites where specially trained teaching and counseling staff work in a regional “classroom without walls.” All participating adult learners receive core content of the curriculum through video and computer networks.
- **Community Planning Initiative** which is an effort to eliminate the duplication of services within communities by requiring all funded adult learning centers to submit a unified Statement of Assets and Needs that has been signed by all providers within that community. The Department also encourages community-wide partnerships that are committed to planning for and establishing a full continuum of adult basic education instructional and support services. These services must enable under-educated and/or limited English proficient adults to move from the lowest level of literacy or English language proficiency through high school level skills/completion. These services should enable interested students to successfully transition to post-secondary education and/or training.

Performance Highlights for FY 2001

The Department’s line item for adult basic education was increased from \$26,626,751 to \$30,227,525 for FY 2001. The Department measures the performance of ABE programs that it funds in the following three domains:

1. *Student participation*: In a program without mandated attendance and for a population with many competing priorities, at what level do students attend and persist in instruction?
2. *Student learning gains*: How many grade level equivalents (for students enrolled in literacy through adult secondary instruction) or student performance levels (a 10-step scale developed for ESOL instruction) do students progress in one year (and in the future, over a multi-year period)?
3. *Student goal achievement*: How many of the goals for enrolling in ABE that are set by students are actually achieved within the year (and, in the future, over a multi-year period)? This performance domain is at the heart of the Department's ABE accountability system. Services must be responsive to the reasons under-educated and limited English proficient adults enroll in the program in the first place.

The information to inform performance against these measures is captured by the Department's web-based student level database and program management system, SMARTT ABE (System for Managing Accountability and Results Through Technology for Adult Basic Education.) Following is a sample of the results that ABE programs achieved in FY 2001:

Student Participation

Persistence in Massachusetts ABE classes is double the national average hours of student attendance and retention, placing Massachusetts first in the nation. As cited by the January 2001 MassINC report, *New Skills for a New Economy*, without sufficient time on task, students will not acquire the skills and abilities needed to achieve their goals. The full MassINC report can be found at <http://www.massinc.org/research/index.html>

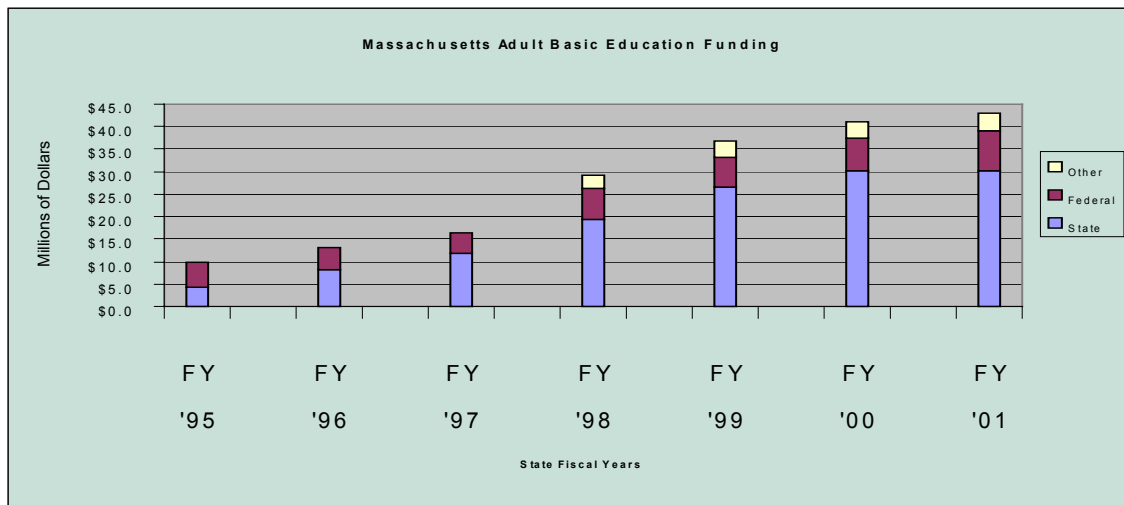
Student Learning Gains

Adults enrolled in Massachusetts ABE programs are advancing an average of one grade level equivalent for each 132 hours of adult literacy through adult secondary instruction and one student performance level for each 127 hours of ESOL instruction. As a reference point, keeping in mind the many differences between how children and adults learn, children attend school about 990 hours per year.

Student Goal Achievement

- 45% of secondary level students (*from GLE 9-12 - comparable to all freshmen through seniors in a high school*) who were pursuing a high school diploma or its equivalent (GED) achieved that goal.
- 43% of students who indicated that they wanted to obtain a job actually did within the year and another 54% credited the ABE program with assisting them in meeting their goals of retaining and meeting new requirements on the job. [*Half of all ABE students are already employed when they enroll.*]
- 20% of students credit the ABE program with assisting them to quit smoking.
- 54% of students credit the ABE program with helping them to improve the health of their children.
- 62% of parents credit the ABE program with enabling them to read and write more with their child(ren) and also in helping them to become more involved in their child(ren)'s school(s).
- 68% of students credit the program with helping them to obtain their first library card and making visits to the library as part of their lives.

- 46% of students at the highest level (GLE 11-12) credit the ABE program with enabling them to enroll in college or post-secondary training program.



Restructuring for Effective School Management

One of the goals of both the Board and the Department of Education is to review existing regulations to ensure that they are essential, to reduce unnecessary regulations, and to ensure that existing regulations are clear and concise.

In response to legislative mandates, the Board adopted the following sets of regulations in 2001:

- Regulations on Physical Restraint
<http://www.doe.mass.edu/lawsregs/603cmr46.html>
- Licensure of Adult Basic Education Teachers and Preparation Program Approval
<http://www.doe.mass.edu/lawsregs/603cmr47/>

The Board adopted minor amendments to the following sets of regulations in 2001:

- Educator Licensure and Preparation Program Approval
<http://www.doe.mass.edu/lawsregs/603cmr7/>
- School Finance and Accountability
<http://www.doe.mass.edu/lawsregs/603cmr10.html>

Information Systems

The Department has made steady progress in implementing new systems for the collection and storage of the extensive data collected from schools and districts. Many paper forms have been replaced with on-line electronic forms. Student-level data collection has begun to replace some of the aggregate school and district level reports.

Student Information Management System

The Student Information Management System (SIMS) is now in its first full year of implementation and has collected information on the nearly one million public school students in Massachusetts. Students are assigned a unique state identification number, which will remain constant throughout their enrollment in Massachusetts public schools and will allow for the linking of information as students move through the public school system or even move across districts. The system currently collects demographic and programmatic information three times each school year. Student-level data collection will greatly enhance the accuracy and comprehensiveness of the Department's data sets.

Directory Administration

Directory Administration is a web-based tool that allows districts and schools to update contact information, personnel lists, and other information. Directory Administration establishes a single source of directory data for the Department.

Data Warehouse

The Data Warehouse houses aggregate enrollment data, MCAS data and end-of year statistics. Future expansion will include other data sets (e.g. educator data, financial data), as well as student-level data.

School and District Profiles

Profiles for each school and district are available to the public via the Department's website and include contact information, enrollment, assessment, and financial data, as well as other information collected by the Department. The data displayed come from the data warehouse and directory administration application. The profiles are accessed by parents, school personnel, Department staff, legislators, and the general public, and can be found at: <http://profiles.doe.mass.edu/>

Replicating Models of Effective Schools

Exemplary Schools Program

This year, for the first time, the Department used the 2000 School Performance Ratings to identify schools that demonstrated significant overall improvement on MCAS tests during the 1998 through 2000 review cycle to participate in a new Exemplary Schools Program. The Exemplary School Program is an integral part of the Commonwealth's School and District Accountability System. It is designed to gather and disseminate practical information on improvement initiatives underway in schools across the state that have achieved significant student performance gains.

The Department sent out a School Leadership Questionnaire to 234 schools to gather information about strategies which improving schools are using. The Department invited schools to participate which had, during the 1998–2000 rating cycle, exceeded their expectations for improvement on MCAS tests or had met expectations and out-performed schools with similar demographic traits. One hundred forty-three schools participated in the program by returning the questionnaires and providing information on changes made in seven aspects of school functions. Participating school leaders also responded to five open-ended questions, providing narrative descriptions of the process of planning, selecting, and implementing the improvement initiatives that they think have made a difference for their students.

Summary results of the survey form the foundation of a database on school improvement initiatives that the Department plans to refine and build on over the next several years. Summary results of the School Leadership Questionnaire responses can be found at: www.doe.mass.edu/ata

2001 Commonwealth Compass Schools

In 2001, the Department chose the first schools to serve as exemplar sites for the Commonwealth Compass Schools program. The Compass Schools will be instrumental in promoting improvement in student performance by sharing their experiences with other schools in Massachusetts. For schools that expressed interest in serving as a Commonwealth Compass School, responses to the five open-ended questions in the School Leadership Questionnaire served as an application. Based on the schools' written responses to these questions, twelve finalists were selected for potential service in the 2001 Compass Schools program.

The twelve finalist schools participated in an on-site review by a four-person panel to assess whether the schools had the characteristics and capacities to serve as Compass Schools. Ten of the schools visited were ultimately selected for the Compass School honor. These schools, along with four schools previously selected to serve as Title I Distinguished Schools during 2001, were designated 2001 Commonwealth Compass Schools. During their year of service as Commonwealth Compass Schools, participating schools share information on the improvement strategies they have undertaken to achieve student performance gains at their schools through presenting at state and regional conferences and hosting events at their school sites. Through this program, other school leaders and faculty are able to benefit from the Compass Schools' experiences implementing specific programs

and practices. Compass Schools receive a \$10,000 grant to cover the cost of participation in the program and support their schools' ongoing improvement efforts.

The first 14 Commonwealth Compass Schools for the 2001-2002 school year are: Rafael Hernandez, Samuel Mason, and Joseph Timilty Schools in Boston; Riverside School in Danvers; Williams Middle School in Longmeadow; Collicot and Cunningham Schools in Milton; Orleans Elementary School in Nauset; East Somerville Middle School in East Somerville; Kensington Elementary School in Springfield; Paxton Center School in Wachusett Regional School District; Saltonstall School in Salem; Sterling Middle School in Quincy; Moseley School in Westfield; and Canterbury Elementary School in Worcester.

Pathways to Improved Student Performance Report and Conference

Information gathered from the 2001 School Leadership Questionnaire and the team visits to the 2001 Compass Schools was compiled and published in the first *Pathways to Improved Student Performance* report released by the Department in October 2001. The report was distributed at the Department's first Pathways to Excellence Conference in October 2001 and mailed to all Massachusetts public school superintendents and school principals. The full report can be found at: <http://www.doe.mass.edu/ata>

Beginning in January and continuing throughout the Spring 2001, the Compass Schools will host on-site informational events for leaders and staff from other schools interested in learning more about their programs. A calendar of these events, and other information-sharing opportunities is available at: www.doe.mass.edu/ata

Charter School Dissemination Grants

Massachusetts charter schools were established under the direction to "stimulate the development of innovative programs within public education" and to provide "models for replication in other public schools." In support of this direction, over \$1 million has been awarded to 15 Massachusetts charter schools since FY 2000 for the purpose of disseminating their best practices and innovations. Massachusetts Charter School Dissemination Grants are designed to promote the sharing with other public schools of effective practices that have been designed, developed, tested, and proven successful in Massachusetts charter schools. Information on the dissemination grants can be found at: <http://www.doe.mass.edu/cs.www/dissemination>

Edgerly School Leadership Awards

Through his Foundation for Partnerships, Chairman William S. Edgerly created the Edgerly School Leadership Awards to honor public school principals for their work in raising student achievement. This \$10,000 award, first given in 1999, recognized principals of ten schools this year (an increase of

five schools over the first two years of the initiative) that showed the highest percentage gains on the MCAS exam from 2000 to 2001.

The 2001 Edgerly School Leadership Award winners are:

- William Mahoney, Principal of Medford Vocational Technical High School, overall improvement rate of 9.8%
- Mike Rooney, Principal of Gateway Regional High School in Huntington, overall improvement rate of 9.2%
- Michael Fung, Headmaster of Charlestown High School, overall improvement rate of 8.9%
- Marianne Young, Principal of Monument Mountain Regional High School in Great Barrington, overall improvement rate of 8.3%
- David Anderson, Principal of Pathfinder Regional Vocational Technical High School in Palmer, overall improvement rate of 8.0%
- Tim Prouty, Principal of Tantasqua Regional Vocational High School in Fiskdale, overall improvement rate of 7.7%
- Matthew Ryan, Principal of Thorndyke Road School in Worcester, overall improvement rate of 7.42%
- Edward O'Malley, Principal of North Brookfield Junior-Senior High School, overall improvement rate of 7.4%
- George Luoto, Principal of the Center for Technical Education at Leominster High School, overall improvement rate of 7.2%
- Susan Nutting, Principal of Thomas V. Nash Elementary School in Weymouth, overall improvement rate of 7.0%

Recruiting Talented Professionals

Teacher Quality Enhancement Programs

On August 20, 1998, then-Massachusetts Governor Paul Cellucci signed into law comprehensive legislation, prepared by Commissioner David Driscoll and supported by Massachusetts Senate President Thomas Birmingham and Massachusetts House Speaker Thomas Finneran, to improve the educator force in the Commonwealth. Chapter 260, known as the "12 to 62 Plan", serves as the impetus for a systemic reform effort which includes all of the programs described below. The interest from its \$60 million endowment is used to fund part or all of the following programs. For more information, please see: www.doe.mass.edu/tqe

Tomorrow's Teachers Clubs

These middle and high school programs develop interest in the teaching profession among students. Among other activities, all participants are involved in tutoring and teacher shadowing. Over the past three years, the Department has awarded grants to 115 schools each year to establish clubs, serving 1400 students annually.

Tomorrow's Teachers Scholarship Program

The Tomorrow's Teachers Scholarship Program offers tuition remission at a Massachusetts public undergraduate institution for high school seniors who graduate in the top 25% of their class and agree to teach for a minimum of four years after graduation. In the fall of 1999, the first group of approximately 300 scholarship recipients entered college. 700 scholarships are available in 2002 for entering college freshmen.

Massachusetts Signing Bonus Program for New Teachers

The Signing Bonus Program attracts outstanding recent college graduates and mid-career professionals to teach in Massachusetts. In 2001, 110 people were selected to receive the signing bonus and training. They continue training through comprehensive induction programs, which involve mentoring in the school and seminars with other new teachers. The new teachers receive a \$20,000 bonus and a scholarship to the Massachusetts Institute for New Teachers. The recipients agree to teach full-time in a Massachusetts public school for four consecutive years.

Massachusetts Institute for New Teachers (MINT)

The Institute is a seven-week teacher training program designed to allow qualified applicants, who meet rigorous selection criteria, to progress from Provisional Certification to Provisional Certification with Advanced Standing. All Signing Bonus Recipients are required to participate in MINT. Other qualified individuals may earn a scholarship to attend or may pay tuition of approximately \$2500. In 2000, 165 individuals completed MINT and in 2001, 230 individuals participated in the program.

Attracting Excellence to Teaching

Attracting Excellence to Teaching provides loan reimbursement for high achieving college graduates who enter public school teaching. The program has been in existence since the 1995-96 school year, but has been expanded in several significant ways as a component of Chapter 260. Rather than limiting the pool to only those students who graduated in the top 15% of their undergraduate class,

eligibility has been extended to those who earned an honors designation with either their graduate or undergraduate degree, in either their major or overall. Teachers receive up to \$1800 per year of loan reimbursement for four years. In 2000-2001, the program distributed \$1.2 million to 700 teachers, who teach in districts that serve high-need students.

Master Teachers/ National Board Certification

The Chapter 260 legislation created one route to Master Teacher Status, the National Board for Professional Teaching Standards (NBPTS), and the Department is developing other routes of equal excellence. Our goal is to create a corps of 1000 Master Teachers by 2003. There are currently 75 Board Certified teachers in the Commonwealth. To assist qualified applicants, NBPTS awarded \$137,000 to the Department to provide partial scholarships to the applicants. There are currently 197 teachers in the pipeline who will be submitting their applications next year.

Master Teachers who are mentors in their school/district will be awarded \$5000 a year for up to ten years (the length of a NBPTS certificate) upon successful completion of their certificate, for a total of \$50,000. Districts are encouraged to utilize master teachers in leadership positions that provide the master teacher with expanded responsibilities with increased compensation, while allowing the teachers to continue to teach.

Summer Mentor Training Institutes

One of the goals of the “12 to 62 Plan” is to make it possible for all beginning teachers in Massachusetts to be paired with a veteran teacher mentor. The Summer Mentor Training Institutes offer groups of experienced teachers and administrators the opportunity to be trained in the skills necessary to become an effective mentor. District teams also collaborate to design a beginning teacher support implementation plan. Over the course of the past two summers, the Department has trained approximately 2,500 teachers to be mentors.

Case Study Seminars for Beginning Teachers

In order to support new teachers, the Department sponsors case study seminars, a series of five support seminars offered to beginning teachers in locations throughout the state. New teachers discuss issues that relate to their current classroom practice with peers and experienced teacher facilitators. In 1999, 700 beginning teachers participated in the seminars. In 2001, the seminars served over 1200 beginning teachers, one-third of all first year teachers across the Commonwealth.

Teacher Career Advancement Program (T-CAP)

The Teacher Career Advancement Program enables schools to attract and retain top quality educators by creating a high-paying career track for master teachers and by increasing the opportunities for mid-career professionals, parents, business people and volunteers to share teaching responsibilities. Through the T-CAP grant, elementary and high schools design professional and salary advancement for master teachers and mid-career professionals by providing multiple career paths and expanding roles for teachers. Ten districts and over 100 teachers are participating in the design process: Beverly Public Schools, City on a Hill Charter School, Danvers Public Schools, Leominster Public Schools, Needham Public Schools, South Hadley Public Schools, Watertown Public Schools, Westfield Public Schools, Westport Community Schools, Whitman-Hanson Regional Schools.

Educator Recognition Programs

The Department oversees a number of programs which recognize outstanding educators in Massachusetts. These programs, and the 2001 honorees, include:

Teacher of the Year

The 2001 Massachusetts Teacher of the Year is Dawn McNair, a first grade teacher from the Bowen Elementary School in Newton. The Teacher of the Year serves as an ambassador for the teaching profession and travels to school districts throughout the Commonwealth to conduct workshops, deliver keynote addresses, and speak to students who participate in Tomorrow's Teachers Clubs.

Christa McAuliffe Fellow

The 2001 Massachusetts Christa McAuliffe Fellow is Karen Spaulding, a science teacher at the Morse Elementary School in Cambridge. The Christa McAuliffe Fellowship Program is a unique, annual state-based recognition program for experienced teachers which results in the development and completion of a product useful to the improvement of classroom instruction. Funding is provided by the Council of Chief State School Officers.

Milken Family Foundation National Educator Awards

The 2001 Milken Family Foundation Award winners are June Eressy from the University Park Campus School in Worcester; Catherine Latham from Lynn English High School in Lynn; and Edward Noonan from Dorchester High School in Boston. The criteria for the selection of outstanding elementary and secondary school teachers, principals and other education professionals as Milken Educators include: exceptional educational talent as evidenced by outstanding instructional practices in the classroom, school, and profession; outstanding accomplishment and strong long-range potential for professional and policy leadership; and engaging and inspiring presence that motivates and impacts students, colleagues, and the community.

Presidential Awards For Excellence in Mathematics and Science Teaching

The 2001 Massachusetts Presidential Awards for Excellence in Mathematics and Science Teaching were awarded to: Elana Schreiber from Solomon Schechter Day School in Newton, and Karen Spaulding from the Morse School in Cambridge for science; Joseph Spadano from Westford Academy in Westford, and Nancy Buell from the Lincoln School in Brookline for mathematics. Administered by the National Science Foundation on behalf of the White House, the Presidential Awards recognize outstanding elementary and secondary mathematics and science teachers.

George Washington Scholars Institute

The 2001 George Washington Scholars from Massachusetts are Teresa Kang from the Demonstration School in Lowell; Lynne Newman from the Lt. Job Lane School in Bedford; Christine Rogers from Dracut High School in Dracut; Michele Rozmiarek from E. Ethel Little School in North Reading; and Anne Wilson from Veterans Memorial School in Saugus. The Institute's weeklong program provides an intensive immersion study of George Washington and his world. The curriculum includes discussions led by noted Washington scholars and hands-on workshops exploring Washington's life and interests at Mount Vernon.

Expanded Teacher Licensure Test Opportunities

Beginning in 2001, the Department offered candidates for educator licenses five opportunities annually to take the Massachusetts Tests for Educator Licensure (MTEL), up from the four annual opportunities previously available. Additionally, for the first time, the tests were given at locations throughout the United States, including Chicago, Detroit, Houston, Los Angeles, Miami, Philadelphia; and Washington, D.C.

Attracting and Retaining Teachers in Early Childhood Programs

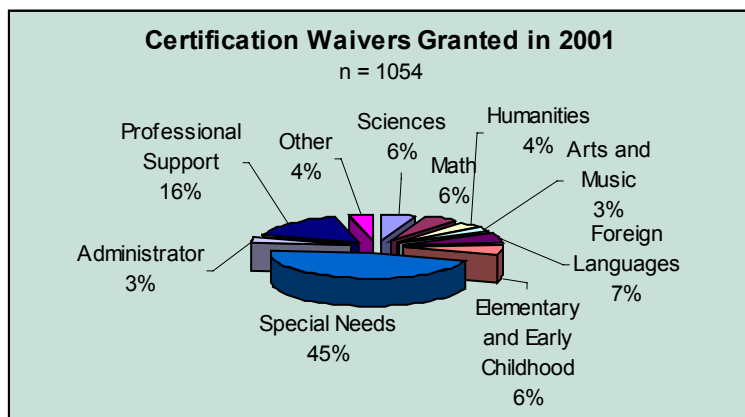
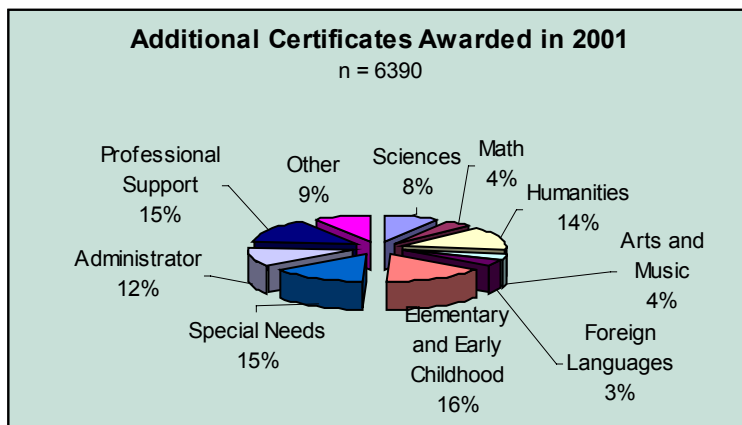
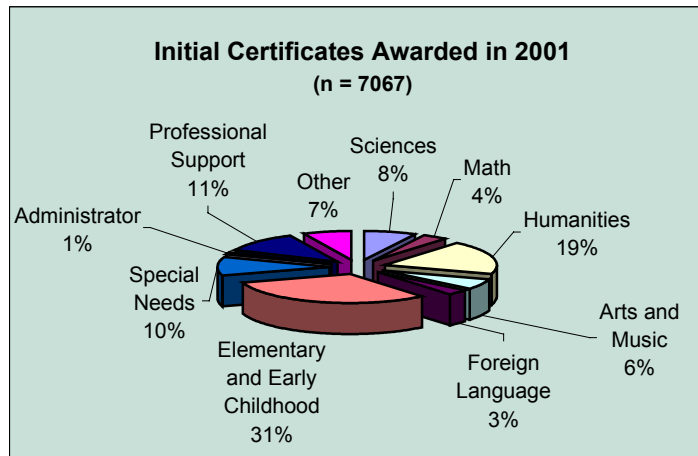
This initiative has been supported for the last three years at a level of \$1.2 million annually utilizing federal special education funds. The program engages institutions of higher education and other training institutions in developing and implementing a career ladder for teachers that prepares them to work with young children with/without disabilities. The program focuses on designing programs at the associates and/or bachelor's degree level for early childhood teachers and family child care providers from diverse educational backgrounds. The majority of the teachers are currently employed in early childhood programs. A total of 21 programs have been funded under this initiative.

Age by Service Distribution of Massachusetts Teachers: 2000-2001

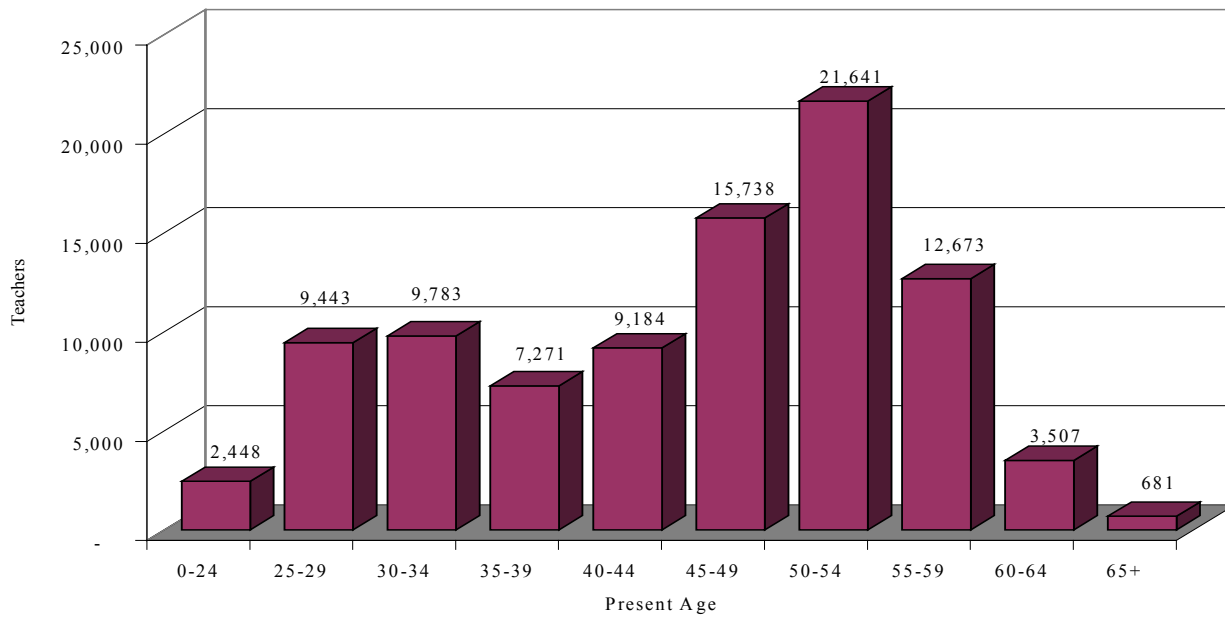
Source: Public Employee Retirement Administration Commission

Years of Service

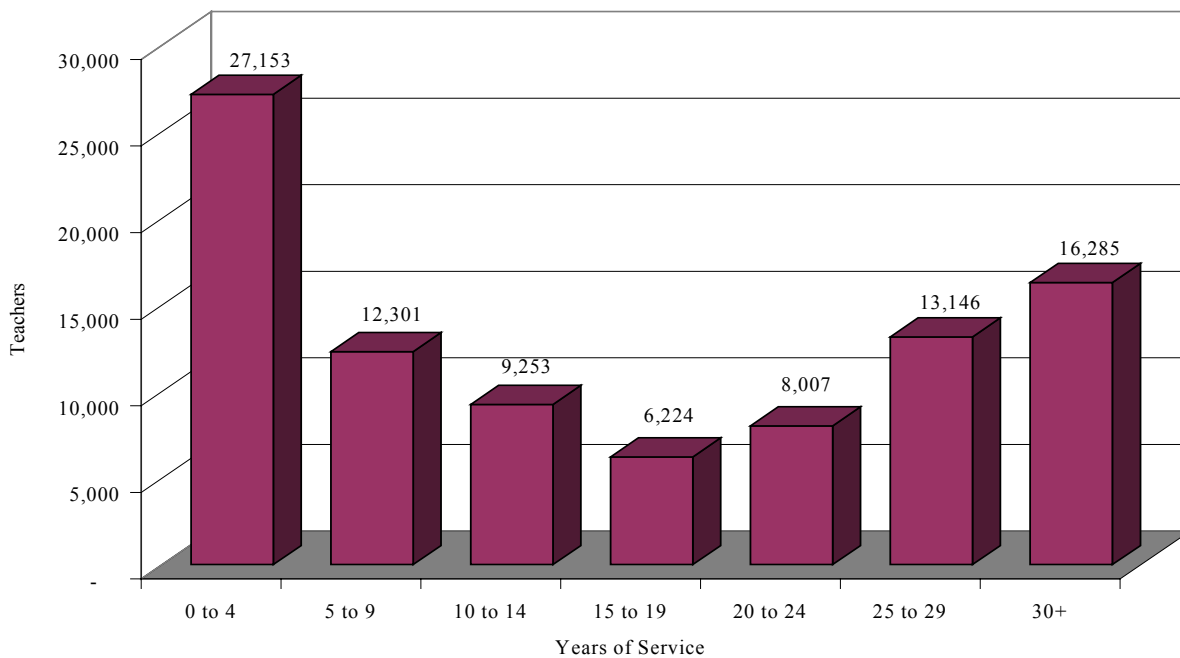
Present Age	0-4	5-9	10-14	15-19	20-24	25-29	30+	Total
0-24	2444	4						2448
25-29	8228	1199	16					9443
30-34	5421	3785	561	16				9783
35-39	2848	1839	2104	478	2			7271
40-44	2939	1600	1791	1935	906	13		9184
45-49	2759	1862	1905	1592	4272	3339	9	15738
50-54	1713	1393	1797	1297	1749	7679	6013	21641
55-59	617	470	795	629	738	1551	7873	12673
60-64	151	130	232	226	271	459	2038	3507
65+	33	19	52	51	69	105	352	681
Total	27153	12301	9253	6224	8007	13146	16285	92369



Age Distribution of Massachusetts Teachers - 2000-2001



Experience of Massachusetts Teachers - 2000-2001



Massachusetts Educator Certification Tests
Cumulative Statewide Results
September 1999 – August 2001

Test Name	Number of Candidates Tested	% Passing
Communication and Literacy Skills (Took Both Parts)		
2000-2001	13,257	71.4
1999-2000	13,742	74.5
1998-1999	11,092	78.1
Reading Subtest (Only)		
2000-2001	14,149	81.2
1999-2000	14,441	84.6
1998-1999	11,348	85.5
Writing Subtest (Only)		
2000-2001	14,700	76.9
1999-2000	14,571	78.5
1998-1999	11,510	83.2
All Subject Tests (Only)		
2000-2001	11,343	72.2
1999-2000	10,568	73.2
1998-1999	8,935	75.3
Communication and Literacy Skills Test and Subject Test (Took All Three)		
2000-2001	6,370	66.1
1999-2000	6,710	67.0
1998-1999	7,033	70.1

Developing Leadership for Educational Excellence

Commonwealth School Leadership Project

The Department, in partnership with Governor Jane Swift and Senator Robert Antonioni, launched the Commonwealth School Leadership Project in 2001. Designed to address the acute and growing shortage of school superintendents, principals, and administrative staff and funded with a \$10 million endowment from the Legislature, the project is working to identify, address, and anticipate the challenges of today's education leaders. Three years ago state leaders united behind a teacher quality initiative. We will build on that success by creating a similarly comprehensive strategy to support, improve, and retain school leaders.

Education leaders—superintendents, principals, central office personnel, and school committee members—will sustain and enhance standards-based reform. Addressing this next phase of education reform, the Commonwealth School Leadership Project unites policy leaders and practitioners around a common goal: to ensure that each public school and school district has strong leadership at all levels.

The Commonwealth School Leadership Project will meet this need through three initiatives:

Recruitment

- Recruiting 300 new candidates, both teacher leaders and non-educators;
- Expanding existing licensure programs, which current serve more than 350 leadership candidates in 25 programs; and
- Supporting district succession planning, to draw on the several thousand licensed leaders who do not hold administrator positions.

Job Redefinition

- Reengineering the job to meet the needs of a standards based education;
- Aligning leadership competencies with training and professional development; and
- Expanding school leadership teams to include teacher leaders and others.

Professional Development

- Sponsoring Leadership Institutes to enhance the skills of current school leaders;
- Ensuring that all beginning school leaders have a mentor and have access to a Beginning Administrator Support Program; and
- Establishing a network of Exemplary Administrators.

This project is part of the Wallace-Reader's Digest Fund's *Leaders Count* initiative. In the spring of 2001, Massachusetts was one of fifteen states to receive a \$50,000 planning grant through *Leaders Count* for the State Action for Education Leadership Project. The focus of the grant is to develop and enact innovative policies and practices to strengthen school and district leadership. In December of 2001, Massachusetts received a \$250,000 implementation grant for this project.

Board of Education Highlights January 2001 – December 2001

Following is a month by month summary of Board of Education votes and policy discussions:

January 2001

- Adopted the MCAS re-test plan, which provides four re-test opportunities for students before their scheduled high school graduation date. The Department will offer a focused re-test each winter for students who previously failed the grade 10 English language arts and/or mathematics MCAS test, and a parallel test in the spring for these students, and for students who previously met the passing standards but wish to demonstrate improved performance on the MCAS.
- Accepted the improvement plans submitted by the Lynch School in Holyoke and the Arlington School in Lawrence, which were declared under-performing in 2000.

February 2001

- Awarded seven new charters: one Horace Mann charter to the Academy of Strategic Learning Charter School (Amesbury), and six Commonwealth charters to the Codman Academy Charter School (Boston), the Edward Brooke Charter School (Boston), the Framingham Community Charter School (Framingham), the Holyoke Community Charter School (Holyoke), the North Central Regional Charter Essential School (Fitchburg), and the Northern Bristol County Regional Charter School (North Attleboro).
- Discussed the findings of the Education Reform Review Commission report, “How Massachusetts Schools are Using MCAS to Change Curriculum, Instruction, Assessment, and Resource Allocation.”
- Renewed the charters of the Benjamin Banneker Charter School (Cambridge), the Seven Hills Charter School (Worcester), and the Somerville Charter School.
- Approved the regulations on use of physical restraint for students and corresponding amendments to the regulations on special education programs.

March 2001

- Approved the management contract for the SABIS International Charter School (Springfield).
- Re-elected Roberta Schaefer as Vice-Chairperson through September 2001.
- Discussed professional development in school districts with a panel of local educators to inform the revision of the state plan for professional development.

April 2001

- Adopted Regulations on Licensure of Adult Basic Education Teachers.
- Discussed the improvement plan of the Roosevelt School (New Bedford) with school and district leaders.

May 2001

- Renamed the first level of MCAS student performance as ‘Warning’ rather than ‘Failing’ at all grades except grade 10.

- Accepted the improvement plan submitted by the Roosevelt School in New Bedford, which was declared under-performing in 2000.
- Adopted technical amendments to the Regulations on Educator Certification/Licensure.
- Approved annual amendments to the cost standards in the School Building Assistance Regulations.
- Discussed the State Action for Education Leadership Project, which has awarded Massachusetts a \$50,000 planning grant to develop and enact innovative policies and practices to strengthen school and district leadership.

June 2001

- Approved the standards for the Certificate of Occupational Proficiency in four areas: automotive service technology, cosmetology, culinary arts, and horticulture.
- Discussed the results of a high school history survey the Department conducted in the spring to solicit teachers' feedback on core knowledge topics and subtopics in United States and world history, years of study in each area, and assessment options and formats.

July 2001

- Discontinued administration of the 10th grade world history test and directed the Department to develop alternative approaches for assessing world history knowledge at the high school level.
- Directed the Department to develop a high school level end-of-course assessment in United States history, to be administered in either grade 10 or grade 11.
- Approved the 2001 State Plan for Professional Development.
- Accepted the improvement plan submitted by the Kuss School in Fall River, which was declared under-performing in 2000.

September 2001

- Established an Advisory Council on Educational Technology.
- Elected Henry Thomas III as Vice-Chairperson through September 2002.
- Discussed initial recommendations for the MCAS performance appeals process.
- Approved amendments to the mission statements of the Neighborhood House Charter School (Boston) and the Abby Kelley Foster Regional Charter School (Worcester).

October 2001

- Approved the Recommended PreK-12 Instructional Technology Standards.
- Discussed the 2001 MCAS statewide results, which demonstrated progress toward meeting the two-fold goal of moving students out of the *Warning/Failing* categories, and advancing students into the *Proficient* and *Advanced* categories.
- Discussed a report from Achieve, Inc., entitled *Measuring Up: A Report on Education Standards and Assessments for Massachusetts*, which ranked Massachusetts standards and assessments as the best in the country.

November 2001

- Approved the FY 03 budget proposal.
- Discussed proposed revisions to the History and Social Science Curriculum Framework.

- Approved an amendment to the charter of the Robert M. Hughes Academy Charter School (Springfield).

December 2001

- Discussed proposed revisions to the Chapter 74 Regulations on Vocational-Technical Education.
- Discussed the activities, accomplishments, and workplan of the Lawrence Public School Partnership Team which was appointed by the Commissioner in 2000.
- Approved the management contract between the Mystic Valley Regional Charter School (Malden) and Beacon Education Management, Inc.
- Appointed members to the seventeen advisory councils to the Board of Education.

Please see <http://www.doe.mass.edu/boe> for “Board in Brief” which is issued monthly at the request of the Commissioner to provide a summary of Board of Education matters. Board meeting minutes are also published on this page each month.

2001 Board-Sponsored Forum

The Board and Department of Education sponsored a forum, *Approaches to Leadership Development*, on January 23, 2001 at the Department of Education in Malden. This event was the third in a series of forums on education reform.

The forum brought together a panel of experienced educational leaders to discuss how Massachusetts can strengthen its capacity to identify and recruit talented leaders for schools and districts throughout the Commonwealth. Panelists included Nadya Aswad Higgins, Executive Director of the Massachusetts Elementary School Principals’ Association; Mildred Collins Pierce, Director of the Principals’ Center at Harvard Graduate School of Education; and Robert Rader, Executive Director of the Connecticut Association of Boards of Education.

Please see <http://doe.mass.edu/boe> for a transcript of this forum. Videotapes of the forum are also available through Joseph Goldsberry at jgoldsberry@doe.mass.edu

2001 Legislative Update

Following is a synopsis of education-related legislative activity in 2001:

At the beginning of the 2001-2002 legislative session, there were nearly 7,000 bills filed, with around 4,800 in the House, and close to 2,200 in the Senate. Among them, some 450 bills are education-related.

During the 2001 session, approximately 200 pieces of legislation have been signed into law. Of those, about 45 are “substantive” measures that affect the entire state and represent more than just technical or legal corrections. None of these substantive measures significantly affected public education policy in grades pre-K through 12. The education-related bills that were enacted this year are summarized below.

The Joint Committee on Education, Arts and the Humanities held a number of hearings during 2001, on matters including bills to amend the statutes pertaining to MCAS and the competency determination, bills to amend the special education statutes, and bills to amend the school finance statutes. All bills that were filed in 2001 on which action has not been taken are carried over to the second year of the legislative session.

The most significant piece of education-related legislation that was enacted this year was the FY 2002 state budget, which was enacted by the Legislature and signed into law by the Governor almost five months after the start of the fiscal year. The FY 2002 budget increased Chapter 70 state aid, but cut funding for a number of line items including aid to local communities for educating children who are state wards, grants for after-school programs, and Chapter 636 programs, which provide funding for implementing integration in school systems with Board approved desegregation plans.

Following are selected 2001 Session Laws pertaining to education. In each case the law affects a single school district or community.

Chapter 6 of the Acts of 2001, AN ACT RELATIVE TO THE SCHOOL BUILDING ASSISTANCE PROGRAM. This law concerns state reimbursement under the School Building Assistance Act to the Town of Pembroke and the Silver Lake Regional School District in the event the town withdraws from the regional school district.

Chapter 14 of the Acts of 2001, AN ACT AUTHORIZING THE SILVER LAKE REGIONAL SCHOOL DISTRICT TO GRANT AN EASEMENT. This law authorizes the school committee of the Silver Lake Regional School District to grant to the town of Kingston an easement over certain property owned by the district.

Chapter 39 of the Acts of 2001, AN ACT EXEMPTING DEBT OF THE CITY OF LAWRENCE FOR CERTAIN APPROVED SCHOOL PROJECTS FROM THE STATUTORY LIMIT. This law exempts from the statutory limit certain debts incurred by the City of Lawrence for construction of three elementary school projects.

Chapter 72 of the Acts of 2001, AN ACT RELATIVE TO THE DEVELOPMENT OF AN ATHLETIC FACILITY BY THE ASSABET VALLEY REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT. This law authorizes the Assabet Valley Regional Vocational Technical school district to contract for the construction, financing, operation and maintenance of an athletic facility and enter into a lease of district land with a nonprofit, charitable corporation.

Chapter 158 of the Acts of 2001, AN ACT AUTHORIZING THE CITY OF PEABODY TO USE CERTAIN PARK LAND FOR SCHOOL PURPOSES. This law authorizes the City of Peabody to use a certain parcel of park land for the development and construction of a school.

What to Expect: Board of Education Agenda Items for 2002

The Board of Education is expected to take action on a number of initiatives during 2002, including:

- **MCAS Appeals Process:** With assistance from the Blue Ribbon Advisory Committee, the Commissioner recommended an MCAS appeals process for students. In October 2001, the Board voted to solicit public comment on the proposed amendments to the regulations on the MCAS and the Competency Determination which would establish the appeals process, and will vote on the proposed regulation in early 2002.

The regulations establish an MCAS appeals process for “score appeals” and “performance appeals.” The “score appeal” will address claims about mis-scoring of a student’s response to one or more MCAS grade 10 English language arts and/or mathematics test items, or miscalculation of a grade 10 student’s total raw score and/or scaled score. The “performance appeal” applies to a student who asserts that his or her performance on the grade 10 MCAS in English language arts, mathematics, or both subjects does not accurately reflect the student’s knowledge and skill in relation to the relevant standards in the Massachusetts curriculum framework in that subject area. (Note: The Board approved the regulation which established the appeals process in January 2002.)

- **History and Social Science Curriculum Framework:** A committee began working on the revision of the 1997 history and social science curriculum framework in November 2000. The Board has reviewed versions of the revised framework in 2001, and voted to solicit public comment on a revision of the framework in December 2001. After the public comment period and other necessary revisions, the Board will vote on a revised history and social science framework.
- **Chapter 74 Regulations on Vocational-Technical Education:** The Chapter 74 Regulations on Vocational-Technical Education have remained largely unchanged for over twenty years. With the implementation of education reform, there has been renewed interest in strengthening career and technical education along with students’ knowledge and skills in the aspects of vocational-technical subjects. The Board will vote on revised Chapter 74 regulations in 2002.
- **Certificate of Occupational Proficiency:** The Certificate of Occupational Proficiency is one of three state certificates for students that are authorized under the Education Reform Act (together with the Competency Determination and the Certificate of Mastery.) The Certificate of Occupational Proficiency will be awarded to students who have acquired the Competency Determination and who have demonstrated mastery of skills, competencies, and knowledge in identified trades or professional skill areas. The Board will review the standards for five additional occupational areas in 2002: graphics communication, electronics, nursing assistant, carpentry, and marketing.
- **Charter Schools:** In 2002, the Board will consider awarding new charters for nine applicants. In addition, the Board will vote on the renewal of the charters Lynn Community Charter School and

the Academy of the Pacific Rim Charter School. The Board will also consider Federal Dissemination grants and seven management contracts during 2002.

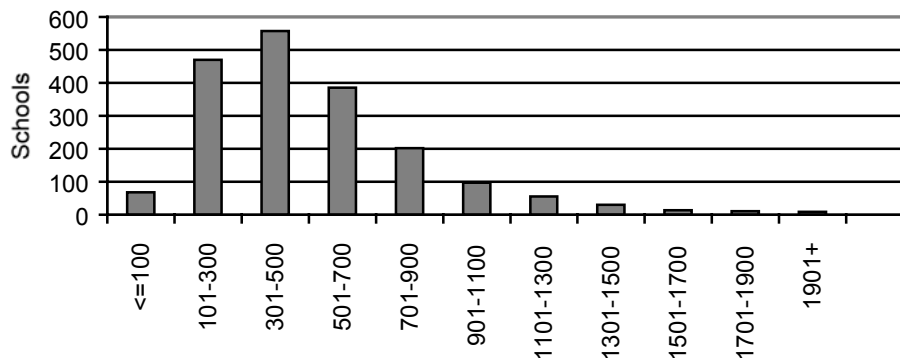
- **JCEP Recommendations:** The Governor established the Joint Committee on Educational Policy (JCEP) by Executive Order in October 2001. The JCEP consists of the Chair and Vice-Chair of the Board of Education and the Board of Higher Education, the Commissioner, and the Chancellor of Higher Education. The Executive Order directed the JCEP to “explore options for those students who complete high school without a competency determination to earn their high school diploma and advise the Governor as to such options.” In January 2002, the Joint Committee on Educational Policy (JCEP) released their report, *Keeping the Promise: Multiple Pathways to a High School Diploma*. The Board will review and discuss the relevant policy recommendations during 2002. The Board will also discuss the technical, logistical, and financial issues which the JCEP raised in the report, such as establishing a regular schedule of MCAS test administration for non-high school students.
- **American Diploma Project:** In 2001, Massachusetts was one of five states selected to participate in the American Diploma Project, a joint project of Achieve, Inc., the Education Trust, the Thomas B. Fordham Foundation, and the National Alliance of Business. This two-year project has three objectives: 1) to assist states in strengthening and/or revising their current standards-based systems; 2) develop and solidify demand—from higher education and employers—for standards-based high school assessment data in their admissions and hiring process; and 3) create new high school graduation benchmarks in English language arts and mathematics that all states may use to analyze the quality and rigor of their current standards and assessments. The Board will discuss policy implications that arise as a result of this project.
- **Extra Help Guarantee:** The Governor has proposed the Extra Help Guarantee to be a safety net for students who do not have reasonable access to remediation programs. Grants will be used to reimburse parents for the cost of courses, software and printed materials, specifically focused on preparing students to pass the MCAS. The Governor’s FY 2003 budget reserves \$5 million within the MCAS remediation fund for this program. All students who enter their senior year in September 2002, who have not yet passed both the English language arts and mathematics MCAS tests and who have not had reasonable access to remediation will be eligible for a grant under the Extra Help Guarantee. Pending Legislative appropriation, the Board will approve guidelines for the distribution of these funds.
- **School Accountability:** The Department will complete its winter 2002 school performance review process, which will include the review of 12 schools for under-performance and 16 schools for potential Compass School determination.

Massachusetts Public School Information

2000-2001 School Year

Operating School Districts	372	Type of Public School	
		Elementary	1270
Charter Schools		Middle/Junior	282
Commonwealth	36	Secondary	318
Horace Mann	5	Other Configurations	33
		Total	1,903
Educational Collaboratives	32		

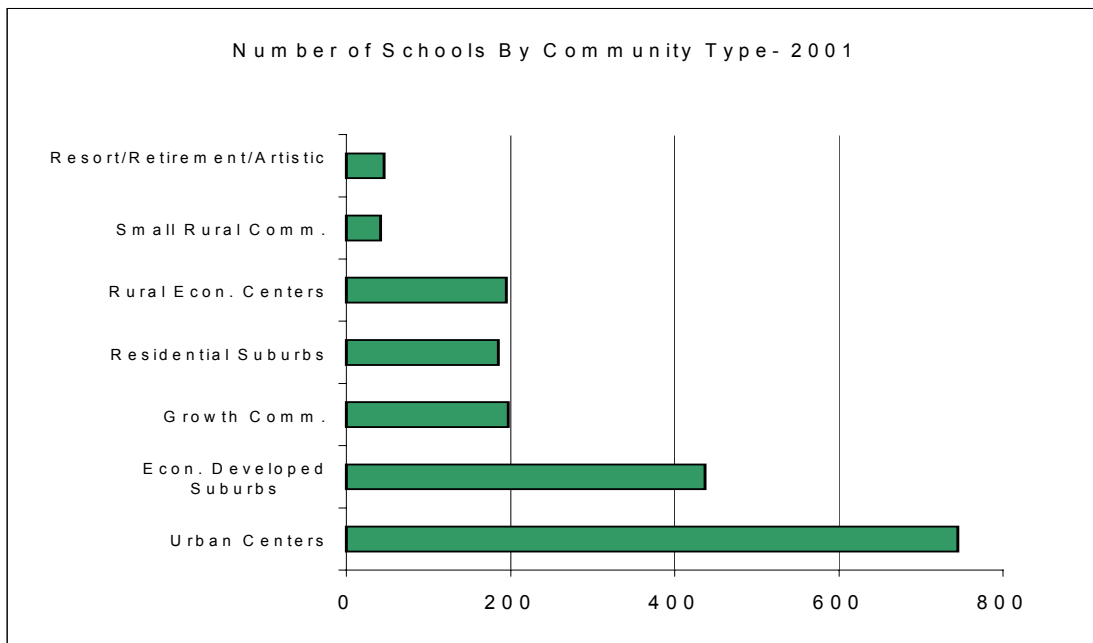
Massachusetts Schools by Size - 2000-01



2000-2001 School Enrollment

Public School Enrollment	979,593	Enrollment by Race/Ethnicity (%)	
Private School Enrollment	124,795	African American	8.7
		Asian	4.4
Enrollment by Grade (%)		Hispanic	10.7
Pre-Kindergarten	2	Native American	0.3
Kindergarten	7	White	75.9
Grades 1-5	39	Selected Populations (%)	
Grades 6-8	23	Special Education	16.4
Grades 9-12	28	First Language not English	13.2
Grades 13-14	<1	Limited English Proficient	4.6
Enrollment by Gender (%)		Transitional Bilingual Education	4.0*
Females	49	Low Income	25.1
Males	51		

* Data for 1999-00 school year.



Community Types: Cities and towns were grouped into the following “Community Types”, based on 1980 census data.

Economically Developed Suburbs: Suburbs with high levels of economic activity, social complexity, and relatively high income levels.

Growth Communities: Rapidly expanding communities in transition

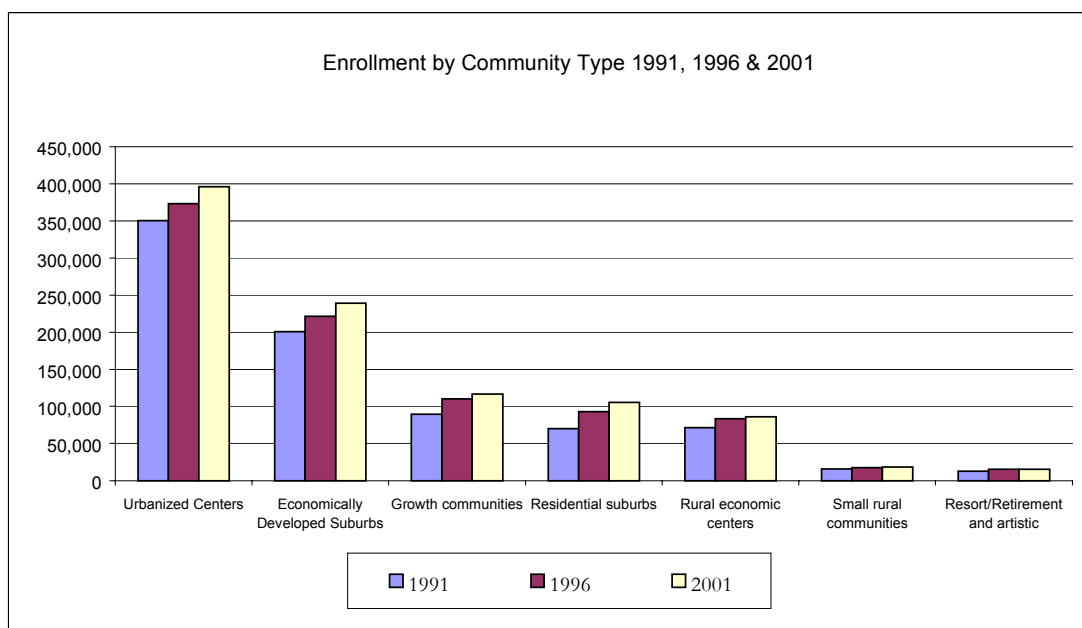
Residential Suburbs: Affluent communities with low levels of economic activity.

Rural Economic Centers: Historic manufacturing and commercial communities with moderate levels of economic activity.

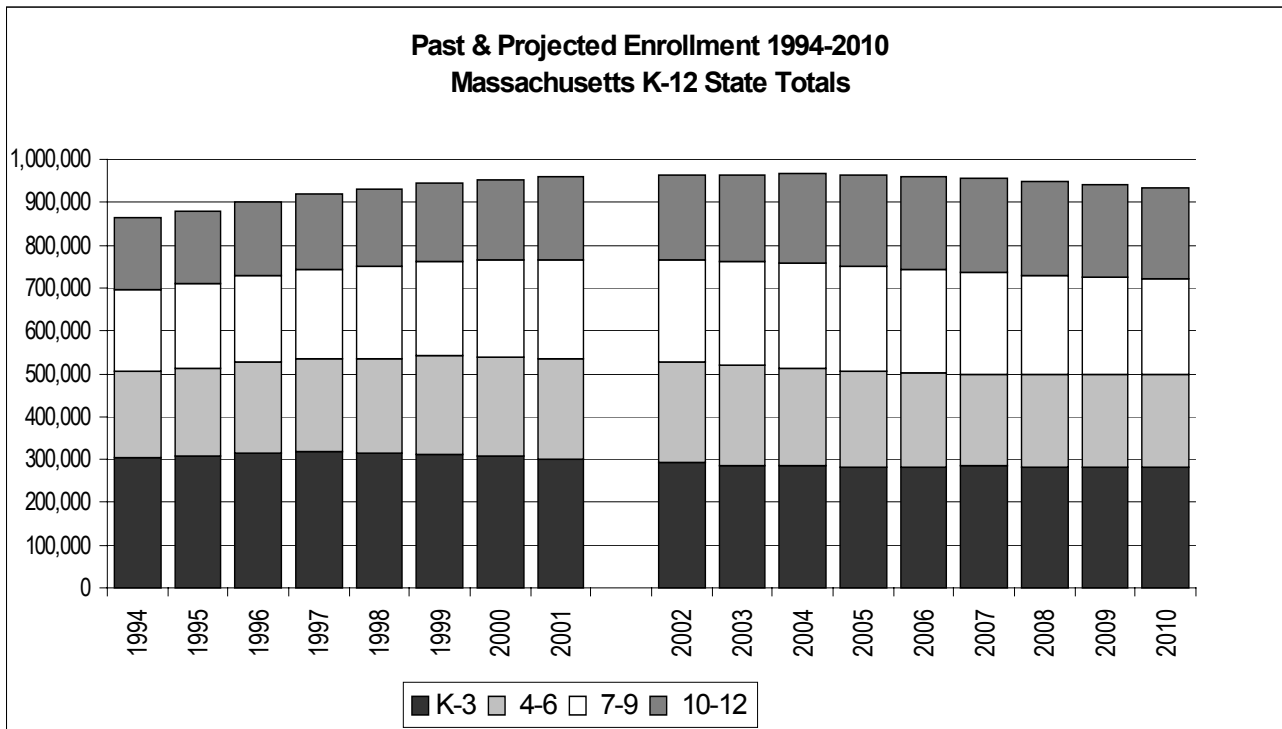
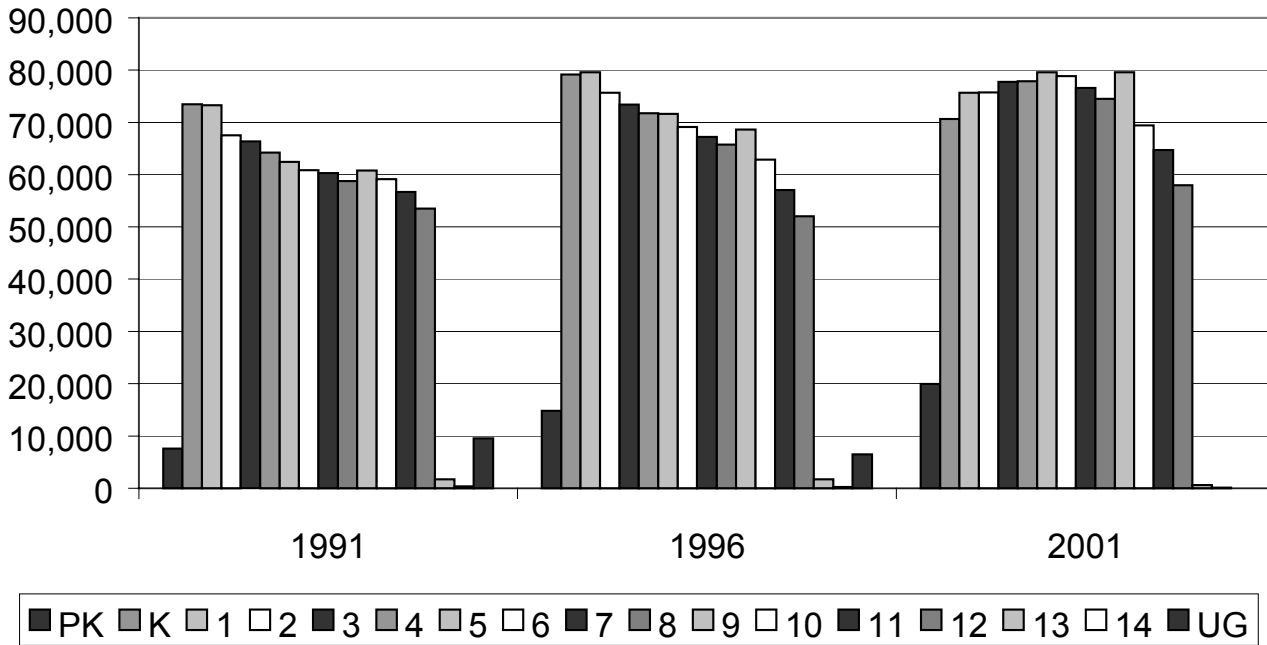
Small Rural Communities: Small towns, sparsely populated, economically undeveloped.

Resort/Retirement/Artistic: Communities with high property values, relatively low income levels, and enclaves of retirees, artists, vacationers, and academicians.

Urbanized Centers: Manufacturing and commercial centers, densely populated, and culturally diverse.



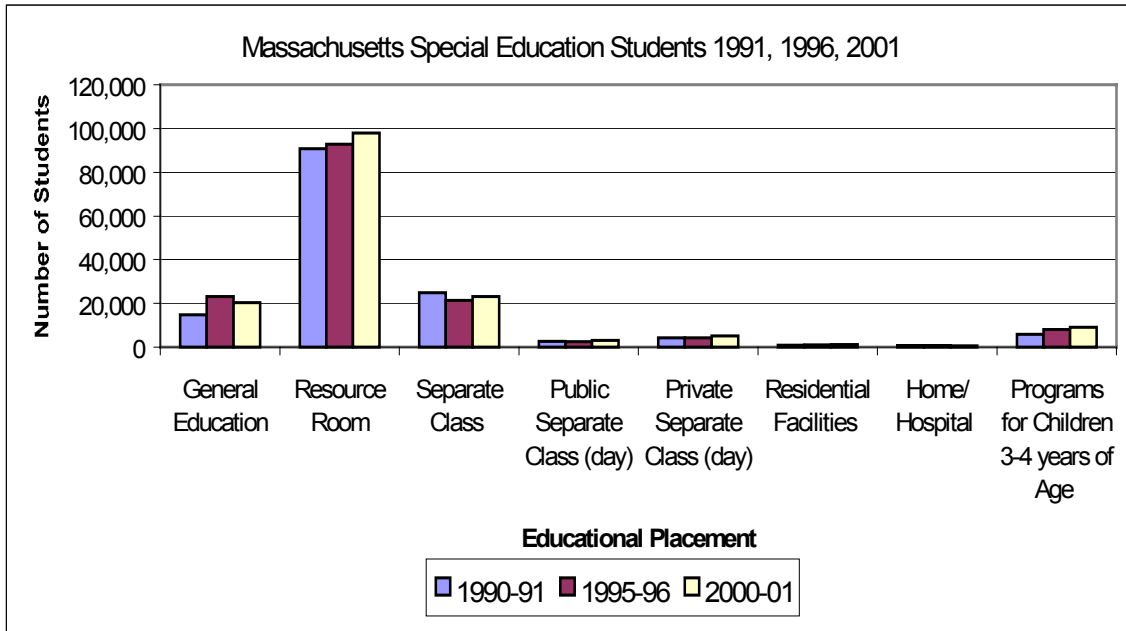
Enrollment by Grade 1991, 1996, 2001



Enrollment Trends in Massachusetts Public Schools

	1991		1996		2001	
Total Enrollment	836,383		916,927		979,593	
Race/Ethnicity	#	%	#	%	#	%
African American	64,282	7.7	75,325	8.2	85,195	8.7
Asian	27,928	3.3	35,103	3.8	43,483	4.4
Hispanic	65,651	7.8	85,006	9.3	105,043	10.7
Native American	1,258	0.2	1,925	0.2	2,721	0.3
White	677,264	81.0	719,568	78.5	743,151	75.9
Special Education	144,707	17.3	153,912	16.8	160,369	16.4
First Language Not English	92,648	11.1	114,461	12.5	129,568	13.2
Limited English Proficient	42,296	5.1	45,044	4.9	44,747	4.6
Transitional Bilingual Education	38,035	4.5	44,978	4.9	39,208*	4.0
Low Income	164,910	19.7	232,529	25.4	245,882	25.1

*Data for 1999-00 school year.



Summary Student Indicators 1999-2000 School Year

Attendance Rate	93.8	Gr. 9-12 Dropouts	9,199
Average number of days absent	11	Rate	3.5
Students Retained in Grade	24,467	Plans of HS Graduates (52,950)	
Rate per 100	2.5	College	
		4- Year Private	31%
Suspensions		4- Year Public	23%
Out-of-School	58,900	2- Year Private	3%
Rate per 100	6.1	2- Year Public	18%
In-School	47,517	Other Post-Secondary	2%
Rate per 100	4.9	Work	15%
		Military	3%
Exclusions	1,412	Other	3%
Rate per 1000	1.5	Data Not Available	3%

Student Retention Rates 1995-2000

	1995	1996	1997*	1998	1999	2000
Total Retentions (#)	17,826	18,298		19,498	22,133	24,467
Overall Rate	2.0	2.0		2.1	2.3	2.5
Gender						
Male	2.4	2.4		2.4	2.7	3.0
Female	1.6	1.6		1.6	1.9	2.0
Race/Ethnicity						
African American	4.4	3.9		4.3	4.8	5.3
Asian	1.9	2.0		2.4	2.8	3.2
Hispanic	4.5	4.9		4.9	5.3	5.7
Native American	3.9	3.1		3.2	3.5	3.5
White	1.5	1.5		1.4	1.6	1.7
Grade						
PK	0.4	0.2		0.4	1.0	0.5
K	2.0	1.9		2.0	2.4	2.8
1	3.0	3.1		3.2	3.6	3.9
2	1.1	1.3		1.3	1.5	1.9
3	0.5	0.6		0.7	0.9	1.3
4	0.3	0.3		0.5	0.6	0.7
5	0.2	0.2		0.3	0.4	0.5
6	0.6	0.6		0.7	0.8	1.0
7	1.5	1.4		1.4	1.6	1.8
8	1.5	1.5		1.4	1.7	1.5
9	6.3	6.3		6.8	7.4	8.1
10	4.5	4.5		4.3	4.6	4.7
11	3.3	3.6		3.2	3.3	3.6
12	2.2	1.9		2.1	1.9	1.8

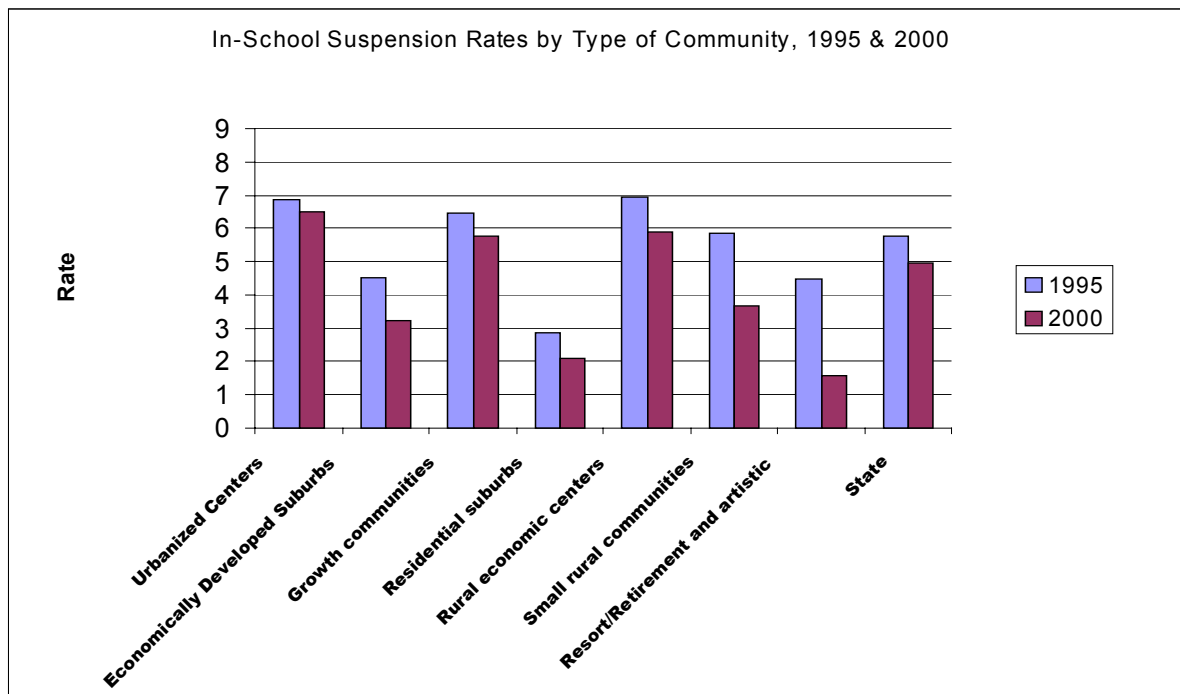
* The Department did not collect retention data in 1997.

Student In-School Suspension Rates 1995-2000

	1995	1996	1997*	1998	1999	2000
Total In-School Suspensions (#)	51,725	52,127		48,531	48,076	47,517
Overall Rate	5.8	5.7		5.1	5.0	4.9
Gender						
Male	7.5	7.3		6.6	6.6	6.3
Female	3.9	3.9		3.5	3.3	3.4
Race/Ethnicity						
African American	7.1	6.0		5.8	6.1	5.7
Asian	1.9	2.6		2.4	2.2	2.0
Hispanic	9.3	8.9		8.7	8.7	8.0
Native American	5.3	9.2		3.8	3.9	6.1
White	5.4	5.4		4.7	4.5	4.5
Grade						
PK-3**	0.2	0.2		0.3	0.3	0.3
4	0.8	0.8		0.8	0.9	1.0
5	1.4	1.8		1.5	1.7	1.7
6	4.5	5.2		4.4	4.6	4.3
7	7.6	8.5		7.9	7.2	7.3
8	9.6	9.7		8.9	8.8	7.9
9	17.4	14.9		12.9	12.3	12.1
10	15.8	15.2		12.9	12.5	11.1
11	14.6	13.8		12.4	11.9	11.4
12	11.9	11.8		10.4	9.9	10.3

* The Department did not collect suspension data in 1997.

** The Department collects suspension data for the grade range PK-3, rather than for each individual grade level in that range.

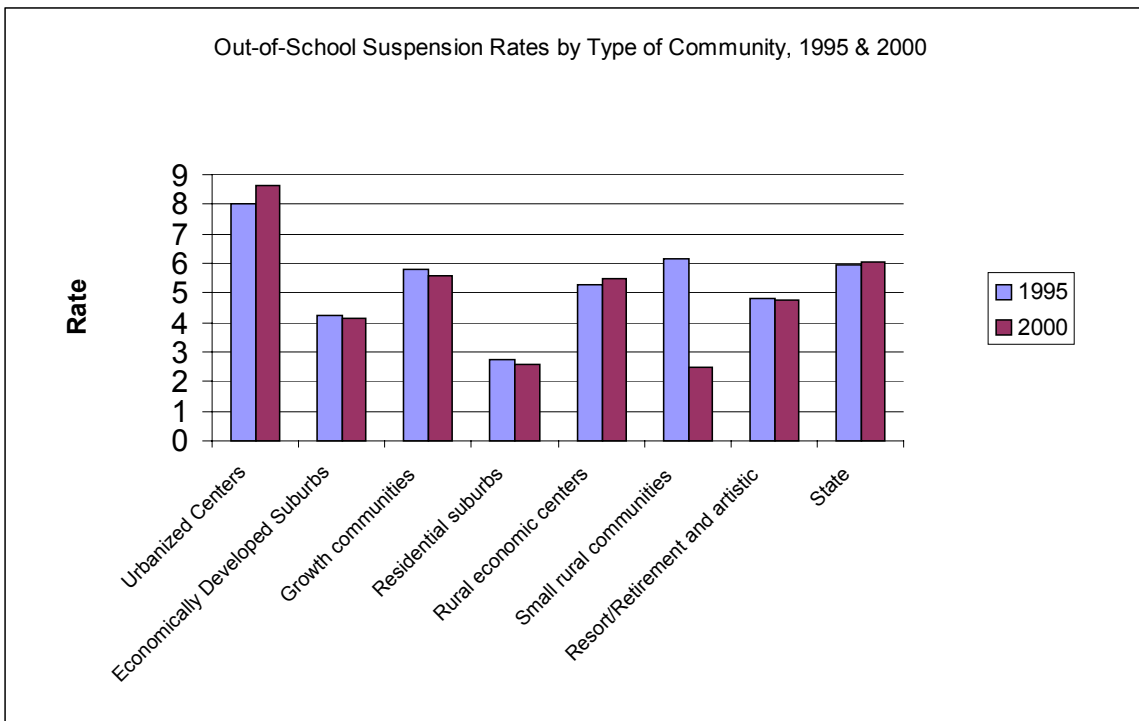


Student Out-of-School Suspension Rates 1995-2000

	1995	1996	1997*	1998	1999	2000
Total Out-of-School Suspensions (#)	52,825	58,089		59,059	58,212	58,900
Overall Rate	5.9	6.3		6.2	6.0	6.1
Gender						
Male	8.3	8.8		8.6	8.4	8.4
Female	3.4	3.7		3.7	3.6	3.5
Race/Ethnicity						
African American	9.2	9.1		9.2	9.7	9.8
Asian	2.6	3.7		3.8	3.7	3.5
Hispanic	10.8	11.5		11.5	10.3	10.5
Native American	8.0	8.5		7.0	7.0	6.3
White	5.2	5.6		5.3	5.2	5.2
Grade						
PK-3**	0.4	0.5		0.7	0.8	0.9
4	1.3	1.6		1.8	1.9	2.0
5	2.3	2.4		2.8	2.7	3.1
6	4.9	5.3		5.3	5.4	5.7
7	9.9	10.1		9.2	9.0	9.1
8	12.4	12.6		11.2	11.0	10.7
9	15.2	16.4		15.9	14.6	14.2
10	13.8	15.5		14.3	13.3	12.5
11	12.7	13.7		13.5	12.2	11.7
12	10.5	11.3		11.5	11.4	11.0

* The Department did not collect suspension data in 1997.

** The Department collects suspension data for the grade range PK-3, rather than for each individual grade level in that range.



Student Exclusion Rates (per 1000 students enrolled) 1995-2000

	1995	1996	1997	1998	1999	2000
Total Exclusions (#)	1,486	1,481	1,498	1,334	1,326	1,412
Overall Rate	1.7	1.6	1.6	1.4	1.4	1.5
Gender						
Male	2.8	2.4	2.5	2.2	2.2	2.3
Female	0.6	0.7	0.6	0.6	0.5	0.6
Race/Ethnicity						
African American	4.4	4.7	4.5	3.1	3.1	4.1
Asian	0.5	1.6	1.1	1.5	0.9	1.2
Hispanic	6.3	7.2	5.7	5.0	4.5	4.7
Native American	1.8	5.7	2.1	2.5	0.5	1.2
White	0.9	0.7	0.8	0.8	0.8	0.7
Grade						
K	NA	0.0	0.0	0.0	0.0	0.0
1	NA	0.1	0.1	0.0	0.0	0.0
2	NA	0.0	0.1	0.1	0.0	0.1
3	NA	0.1	0.1	0.1	0.1	0.0
4	NA	0.2	0.2	0.2	0.1	0.1
5	NA	0.3	0.5	0.3	0.1	0.3
6	NA	1.6	0.9	0.9	1.3	1.0
7	NA	2.5	2.6	2.2	2.7	2.5
8	NA	4.0	3.3	2.7	3.1	2.8
9	NA	5.2	5.6	4.7	4.0	4.7
10	NA	3.1	4.0	3.8	3.7	3.6
11	NA	2.9	2.7	2.7	2.8	3.0
12	NA	1.9	2.2	2.1	1.5	1.9

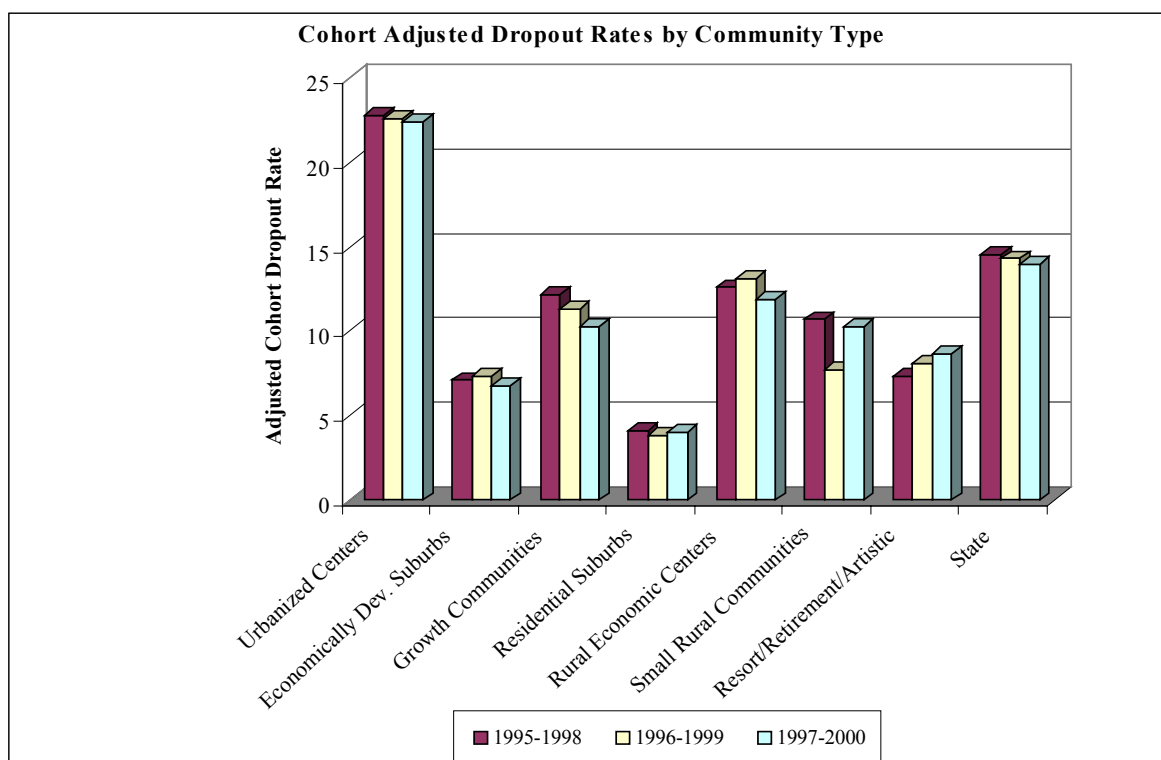
Exclusion by Type of Offense

	1995		1996		1997		1998		1999		2000	
	#	%	#	%	#	%	#	%	#	%	#	%
Weapon	388	26	257	17	317	21	306	23	319	24	287	20
Illegal Substance	307	21	276	19	334	22	291	22	273	21	318	23
Assault on Staff	218	15	187	13	179	12	189	14	171	13	157	11
Assault on Student	NA	NA	158	11	138	9	122	9	118	9	104	7
Felony Outside School	65	4	62	4	63	4	130	10	93	7	102	7
Other Offense	396	27	419	28	286	19	206	15	215	16	328	23
Weapon Combination*	62	4	53	4	79	5	47	4	67	5	63	4
Non-weapon Combination*	42	3	60	4	100	7	42	3	70	5	53	4

*Exclusions resulting from more than one offense are displayed as either a "weapon combination" or a "non-weapon combination".

Grade 9-12 Dropouts 1995-2000

	1995	1996	1997	1998	1999	2000
Total Dropouts (#)	8,396	8,177	8,453	8,582	9,188	9,199
Overall Rate	3.6	3.4	3.4	3.4	3.6	3.5
Gender						
Male	4.1	3.9	3.9	3.9	4.0	4.0
Female	3.0	2.9	3.0	2.9	3.1	2.9
Race/Ethnicity						
African American	7.3	5.9	5.6	6.1	6.7	6.1
Asian	3.0	2.3	2.7	3.5	3.6	4.0
Hispanic	9.3	7.9	8.2	8.2	9.8	8.2
Native American	5.2	4.5	6.0	5.3	4.0	4.2
White	2.6	2.7	2.7	2.6	2.5	2.6
Grade						
9	3.1	2.8	2.8	2.7	3.1	3.1
10	3.7	3.7	3.8	3.6	3.8	3.7
11	4.5	3.9	4.0	4.2	4.3	3.9
12	3.1	3.3	3.2	3.3	3.1	3.1



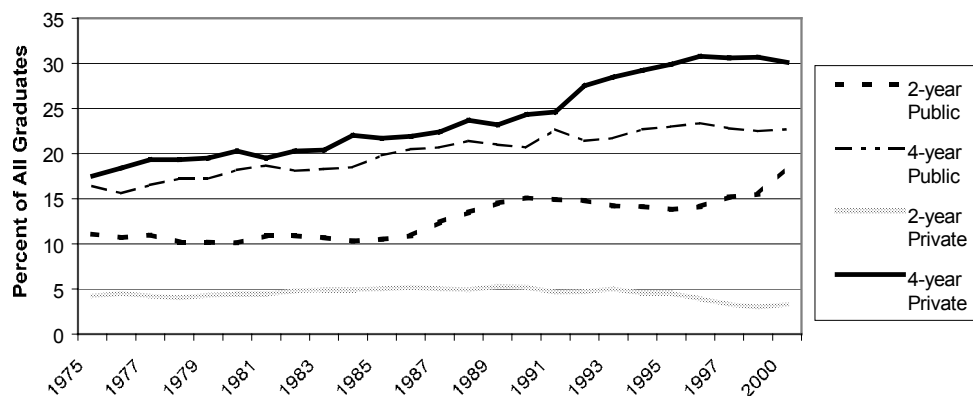
Cohort Adjusted Dropout Rate: The number of students who dropped out over a period of four years for a “class” of students (e.g. the class of 1998) less the number of returned dropouts, divided by the sum of the number of graduates for that class and the adjusted number of dropouts. This rate was calculated for the purpose of this report and does not appear in other Department publications.

Plans of High School Graduates: Class of 2000

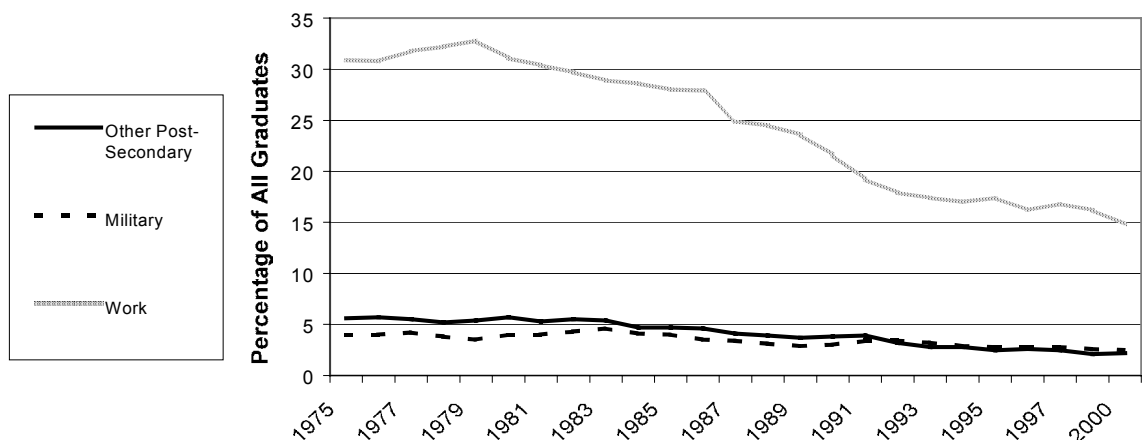
		Percentage of Graduates by Plans								
		Public College		Private College		OPS	Military	Work	Other	DNA
#		2-Yr	4-Yr	2-Yr	4-Yr					
Total	52,950	17.6	23.0	3.2	30.6	2.3	2.5	15.0	2.7	3.2
Gender										
Male	26,139	16.4	20.4	2.9	28.0	2.7	4.3	19.1	2.8	3.6
Female	26,811	18.7	25.5	3.5	33.1	1.9	0.8	11.0	2.7	2.8
Race/Ethnicity										
Afr. Am.	3,999	22.1	14.4	6.1	22.4	3.9	2.5	11.3	6.7	10.7
Asian	2,320	16.0	23.3	4.4	37.9	2.0	1.2	7.9	3.0	4.2
Hispanic	3,486	29.0	12.1	5.9	12.3	3.0	3.6	21.1	5.5	7.4
Nat Am.	111	12.6	13.5	3.6	18.9	2.7	0.9	41.4	3.6	2.7
White	43,034	16.3	24.6	2.7	32.5	2.1	2.5	15.2	2.1	2.1

OPS- Other Post Secondary; DNA- Data Not Available

Graduates Planning to Attend College

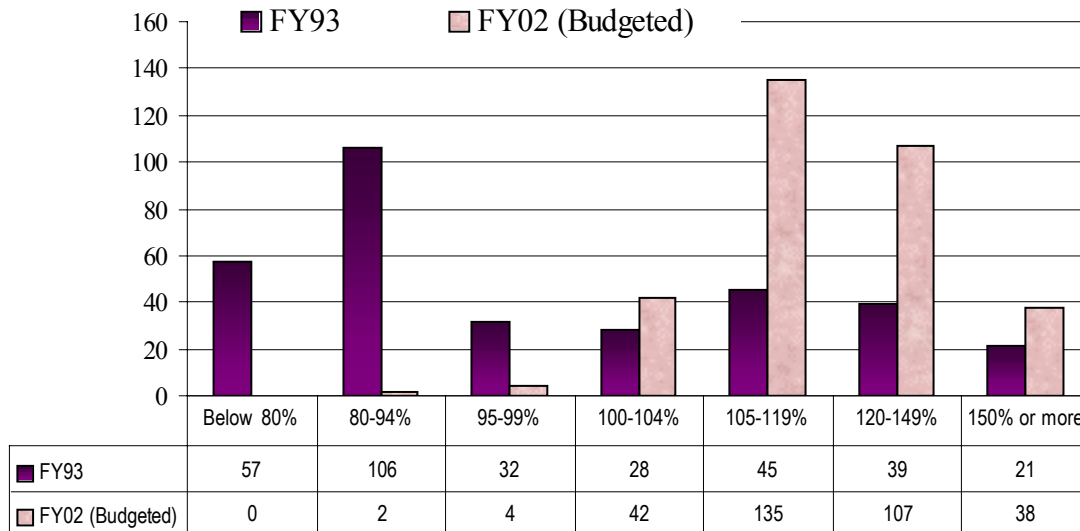


Graduates with Plans Other than College



Net School Spending as Pct of Foundation, FY93 vs FY02

Number of Operating Districts



School Building Assistance Program Data FY'90-FY'02

Year	Projects on File	Projects Approved	Projects Waiting	Funding Needed for All Projects	Funding Available for New Projects	Funding Needed for Waiting List	Amount Expended
FY'90	57	44	13	\$33.0M	\$25.0M	\$8.0M	\$125.5M
FY'91	64	26	38	\$32.0M	\$17.6M	\$14.4M	\$128.3M
FY'92	61	13	48	\$31.0M	\$8.9M	\$22.1M	\$144.9M
FY'93	81	27	54	\$39.0M	\$15.5M	\$23.5M	\$148.1M
FY'94	69	41	28	\$31.0M	\$15.5M	\$15.5M	\$157.7M
FY'95	74	26	48	\$50.6M	\$17.0M	\$33.6M	\$166.5M
FY'96	142	35	107	\$105.7M	\$20.6M	\$85.1M	\$180.1M
FY'97	177	45	132	\$112.0M	\$33.0M	\$79.0M	\$188.1M
FY'98	178	59	119	\$130.5M	\$34.0M	\$96.5M	\$212.5M
FY'99	181	57	124	\$140.5M	\$44.0M	\$96.5M	\$233.1M
FY'00	201	63	138	\$188.9M	\$53.4M	\$135.5M	\$276.0M
FY'01	231	57	173	\$231.2M	\$55.1M	\$180.1M	\$318.6M
FY'02	300	18	282	\$294.7M	\$20.2M	\$274.5M	\$365.0M

Data Definitions

Enrollment and Demographics

1. **Enrollment** figures include all full-time students carried on the school registers on October 1, whether present or absent that day.
2. **Enrollment by Race/Ethnicity** includes all full-time students as of October 1 classified into one of the five standard race/ethnicity categories: *American Indian, Black (Not of Hispanic Origin), Asian or Pacific Islander, Hispanic, and White (Not of Hispanic Origin)*.
3. **Low Income** includes students who meet any one of the following conditions:
 - ◆ Family has an annual income below the federal poverty guidelines;
 - ◆ Family receives Transitional Assistance;
 - ◆ Student is a state ward or is in an institution for the neglected or delinquent; or
 - ◆ Student is eligible for free or reduced price school meals.
4. **First Language Not English** includes (1) children born outside the United States whose native tongue is not English; and (2) children born within the United States of non-English speaking parents.
5. **Limited English Proficient** includes children whose first language is not English and who cannot perform ordinary classwork in English.

Attendance

An **absence** is defined as “Any day in which a student is not receiving school-sponsored educational instruction or participating in a school-sponsored educational program.” Both excused and unexcused absences are counted. Attendance rates are calculated by taking the reported average daily enrollment and dividing it by the reported average daily number of students present.

Retention

A student who was retained in grade repeated the grade in which he or she was enrolled during the previous school year.

Note: The Department did not collect retention data for the 1996-97 school year.

In-School and Out-of-School Suspension

1. An **in-school suspension** is defined as a disciplinary action imposed by school officials to remove a student from participation in school activities for **up to and including 10 days**. Students suspended in school remain in school during the suspension period but are removed from academic classes and placed in a separate environment.
2. An **out-of-school suspension** is defined as a disciplinary action imposed by school officials to remove a student from participation in school activities for **up to and**

including 10 days. Students suspended out-of-school are not in school at any time during the period of their suspension.

Notes:

- ◆ The Department did not collect suspension data for the 1996-97 school year.
- ◆ Suspension data represent the **number of students** who are suspended **at least once** during the school year.
- ◆ Rates are based on cumulative number of students suspended for the school year and enrollment numbers reported on October 1. Because enrollments may increase after October 1, a school might report a greater number of students suspended than were enrolled on October 1. Therefore, rates may exceed 100%.

Exclusion

A **student exclusion** is defined as the removal of a student from participation in regular school activities for disciplinary purposes **permanently, indefinitely, or for more than ten consecutive school (not calendar) days.**

Notes:

- ◆ Exclusion data have been collected at the individual student level since 1994.
- ◆ Exclusion data represent **“instances of exclusion”** and not the number of students who are excluded.

Dropout

1. A **dropout** is defined as a student in grade six through twelve who leaves school prior to graduation for reasons other than transfer to another school and does not re-enroll before the following October 1.
2. The **unadjusted dropout rate** is calculated by dividing the number of dropouts reported by a school over a single one-year period, from July 1 to June 30, by the October 1 enrollment period.
3. Students who drop out during a particular reporting year, but return to school by October 1 of the following year, are identified as **returned dropouts** and are not counted as dropouts.
4. The **annual dropout rate**, or the **adjusted dropout rate**, is the number of students who drop out over a one-year period, from July 1 to June 30, minus the number of returned dropouts, divided by the October 1 enrollment.

Plans of High School Graduates

School officials report the number of graduating students by gender and race across nine categories of post-graduation plans. The data represent the intentions of high school graduates and may not reflect what students actually do after graduating from high school.

Massachusetts Board of Education Members



James A. Peyser
Chairman

State House, Room 271 M
Boston, MA 02133

James Peyser is the Governor's Senior Advisor on Education and Worker Training. Mr. Peyser also serves as Chairman of the Massachusetts Board of Education, the Chairman of the Joint Committee on Educational Policy, and the Chairman of the Educational Management Audit Council. He was the Executive Director of Pioneer Institute for Public Policy Research from 1993-2001. In 1995, he served as Under Secretary of Education and Special Assistant to the Governor for Charter Schools. Prior to joining Pioneer

Institute, Mr. Peyser held various positions at Teradyne, Inc. in Boston, a world leader in the manufacture of electronic test equipment. Mr. Peyser holds a Master of Arts in Law and Diplomacy from the Fletcher School (Tufts University) and a Bachelor of Arts from Colgate University. He is a member of the Board of Overseers at WGBH and serves on the Policy Board of the National Council on Teacher Quality. Mr. Peyser is a former member of the Board of Directors of Boston Partners in Education.



Henry M. Thomas, III
Vice-Chairman

Urban League of Springfield
756 State Street
Springfield, MA 01109

Mr. Thomas is the President and Chief Executive Officer of the Urban League of Springfield, Inc. He has worked in the Urban League movement for twenty-nine years. He began as Youth and Education Director in 1971. In 1975, at twenty-five years of age, he became the youngest person appointed as President/CEO of any Urban League affiliate. He also serves as CEO of the Historic Camp Atwater, which is the oldest African

American summer youth residential camp in the country. Mr. Thomas serves on a number of local and national boards and commissions. He is founder and current Chairman of the Board of Directors of the New Leadership Charter School, member of the Joint Committee on Educational Policy, member of the American Camping Association board of trustees, Chairman of the Board of Trustees of the Springfield Cable Endowment, and former Chairman of the Springfield Fire Commission and Police Commission respectively. In addition, Mr. Thomas is a Visiting Professor at the University of Massachusetts and also at Curry College. He received a Bachelor of Arts in psychology and a Master's degree in human resource development from American International College, and holds a Juris Doctor from Western New England College of School Law.



Charles D. Baker

*Harvard Pilgrim Health Care
93 Worcester Street
Wellesley, MA 02481*

Mr. Baker is President and Chief Executive Officer of Harvard Pilgrim Health Care. Before becoming Harvard Pilgrim's CEO, Mr. Baker served as Secretary of Administration and Finance, Secretary of Health and Human Services and Under Secretary for Health during the Weld and Cellucci Administrations, from 1991-1998. Before joining the Weld Administration, he founded and co-directed the Pioneer Institute. Mr. Baker received a Bachelor of Arts in English from Harvard College and a Master's in Management, concentrating in Public Administration and Finance, from

Northwestern's Kellogg School.



J. Richard Crowley

*One Keystone Way
Andover, MA 01810*

Mr. Crowley is the President of Keystone Consulting, which provides financial and operational management services to businesses. He founded Keystone Consulting in 1995 after 17 years of experience, including being Chief Operating Officer of LittlePoint Corporation in Wakefield, Senior Vice President of Trans Financial Services in Boston, and Chief Financial Officer of The Crosby Vandenburg Group in Boston. Mr. Crowley obtained his CPA while at Price Waterhouse in Boston. He received a

Bachelor of Arts in economics from Providence College and attended the Cornell Graduate School of Business. He is a Corporator of the New England Baptist Hospital and is a member of the Hospital's finance committee. Mr. Crowley is also a board member of the Andover Little League in addition to coaching soccer and Little League baseball. He has four children, two who are currently in middle school and one who is in high school. He teaches confirmation students at St. Augustine's in Andover.



Judith I. Gill
Chancellor, Board of Higher Education

Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dr. Gill was appointed Chancellor on August 1, 2000. She served as Vice Chancellor from 1995 until January 6, 2000, when she was appointed Acting Chancellor. Dr. Gill received a B.A. from the University of Massachusetts Amherst and a Master's degree in Public Administration from the University of Washington. She received a Ph.D. from the University of Michigan.

Prior to her work with the Board, Dr. Gill worked on higher education policy and planning issues with the Massachusetts Higher Education Coordinating Council, the Western Interstate Commission for Higher Education, the Council of State Colleges and Universities in Washington State, and the University of Massachusetts. Dr. Gill is the author of numerous reports and articles on higher education issues.



William K. Irwin, Jr.

New England Carpenters Training Fund
13 Holman Road
Millbury, MA 01527

Mr. Irwin is the Director of the New England Carpenters Training Fund, and the Boston Carpenters Apprenticeship and Training Fund. Mr. Irwin is also a member of the National Association of State Boards of Education Governmental Affairs Committee, the President of the Building Trades Training Directors Association of Massachusetts, and is a member of the Massachusetts School-to-Work Executive Committee. A graduate of Wilmington High School and the Boston Carpenters Apprenticeship and

Training Program, Mr. Irwin attended Northern Essex Community College and Northeastern University. A member of the Board of Education since 1990, Mr. Irwin served as a Vice-Chairperson of the State Board of Education in 1992. Mr. Irwin presently serves on a variety of national and statewide boards and commissions, and was honored in April 1999 by the Massachusetts Federation of Teachers as the recipient of the "Hero in Education Award."



James Madden
Chairperson, State Student Advisory Council

*State Student Advisory Council
c/o Massachusetts Department of Education
350 Main Street
Malden, MA 02148*

Mr. Madden is the 2001-2002 Chairperson of the State Student Advisory Council, elected by fellow students in June of 2001. Entering his senior year at Randolph High School in the fall of 2001, Mr. Madden serves on the Student Alliance Against Racism and Violence as well as Amnesty International. He is currently employed at My Music House, a small music instruction and retail store in Braintree. Interested in mixing politics with personal expression, James is active in the local, all-ages music scene, and plays bass in a politically oriented rock band called Three Spoon. Mr. Madden's academic awards include National Merit Commended Scholar 2001, Harvard College Book Award, and Quest Scholar finalist.



Roberta R. Schaefer

*Worcester Regional Research Bureau
Assumption College
500 Salisbury Street
Worcester, MA 01609*

Dr. Schaefer is Executive Director of the Worcester Regional Research Bureau, where she has been responsible for overseeing the research agenda, writing reports, and organizing public forums on municipal and regional issues for 16 years. She is a recent recipient of a three-year grant from the Alfred J. Sloan Foundation to benchmark municipal performance in Worcester. She is also lecturer in politics at Assumption College, and has taught political science at Clark University, Nichols College, and Rutgers University. Dr. Schaefer is a Director of the Worcester Regional Chamber of Commerce, and a Trustee of the Governmental Research Association. Dr. Schaefer received a Bachelor of Arts degree from Queens College of the City University of New York, and she earned her Master of Arts and Doctorate in Political Science from the University of Chicago. She is also co-editor of two books, Sir Henry Taylor's *The Statesman* and *The Future of Cities*, and has authored several articles for professional journals. Dr. Schaefer is a corporator of Bay State Savings Bank and the Greater Worcester Community Foundation.



Abigail M. Thernstrom

*1445 Massachusetts Avenue
Lexington, MA 02420*

Dr. Thernstrom is currently a Senior Fellow at the Manhattan Institute in New York. She received her Ph.D. from the Department of Government, Harvard University, in 1975. Her most recent book, co-authored with her husband, Harvard historian Stephan Thernstrom, is *America in Black and White: One Nation Indivisible*, which the *New York Times Book Review*, in its annual year-end review, listed as one of the notable books of 1997. She was a participant in President Clinton's first town meeting on race, and writes for a variety of journals and newspapers including *The New Republic* and the *Wall Street Journal*. Her frequent media appearances have included Fox News Sunday, Good Morning America, the Jim Lehrer NewsHour, and Black Entertainment Television. Dr. Thernstrom was appointed by the United States Congress in January 2001 to serve as a Commissioner on the United States Commission on Civil Rights.

Massachusetts Department of Education
FY01-FY02 Budget Analysis / FY03 Budget Request /FY03 House 1

ACCOUNT		FY2002	FY2001		Final FY2002		FY01-02 Change		DOE's FY2003		FY03 Governor's	
NUMBER	PROGRAM - new programs are in bold type	State FTE Staff	Budget	% Total	Budget*	% Total	\$	%	Budget Request	% Total	"House 1"	% Total
Non-Discretionary State Aid & SPED Services:												
7061-0008	Chapter # 70	2.00	2,947,826,307	74.79%	3,213,150,094	77.37%	265,323,787	9.00%	3,302,150,094	76.29%	3,313,222,185	77.02%
7027-0002	Essex Agriculture Assessment Subsidy		656,268	0.02%	0	0.00%	-656,268	-100.00%	0	0.00%	0	0.00%
7028-0031	Ed. Services in institutional Settings	44.00	9,309,164	0.24%	8,741,033	0.21%	-568,131	-6.10%	14,768,195	0.34%	13,768,723	0.32%
7028-0302	Private Sped. Schools for Abandoned Children	1.00	3,829,424	0.10%	3,163,662	0.08%	-665,762	-17.39%	0	0.00%	0	0.00%
7035-0004	Pupil Transportation	1.00	57,600,000	1.46%	57,600,000	1.39%	0	0.00%	57,600,000	1.33%	57,600,000	1.34%
7035-0006	Regional School Transportation	1.00	48,684,734	1.24%	51,118,970	1.23%	2,434,236	5.00%	46,944,000	1.08%	51,118,970	1.19%
7052-0003	Construction - 1st. Pymt. (Deseg.)		10,510,945	0.27%	16,727,942	0.40%	6,216,997	59.15%	7,303,260	0.17%	7,303,260	0.17%
7052-0004	Construction - 1st. Pymt. (Non-Deseg.)	1.00	46,015,190	1.17%	34,152,013	0.82%	-11,863,177	-25.78%	12,948,960	0.30%	12,948,960	0.30%
7052-0005	Construction Annual Payments	3.00	268,117,348	6.80%	310,574,323	7.48%	42,456,975	15.84%	365,249,392	8.44%	365,249,392	8.49%
7052-0006	Construction - Planning Grants		46,206	0.00%	43,921	0.00%	-2,285	-4.95%	43,921	0.00%	43,921	0.00%
7052-0007	Construction - Emergency Grants		755,695	0.02%	0	0.00%	-755,695	-100.00%	600,000	0.01%	0	0.00%
7053-1940	Payment to Northampton		885,000	0.02%	885,000	0.02%	0	0.00%	0	0.00%	0	0.00%
7061-0006	Enrollment Growth Aid		0	0.00%	4,982,643	0.12%	4,982,643	100.00%	0	0.00%	0	0.00%
7061-0009	State Wards	1.00	17,510,058	0.44%	0	0.00%	-17,510,058	-100.00%	0	0.00%	0	0.00%
7061-0011	Foundation Reserve	1.00	2,000,000	0.05%	0	0.00%	-2,000,000	-100.00%	0	0.00%	0	0.00%
7061-0012	SPED Residential Schools - "Circuit Breaker"	2.00	61,941,239	1.57%	62,497,427	1.50%	556,188	0.90%	135,000,000	3.12%	113,000,000	2.63%
7061-0020	SPED Reserve for Extraordinary Costs		5,600,000	0.14%	0	0.00%	-5,600,000	-100.00%	0	0.00%	0	0.00%
7061-0022	Class Size Reduction for Low Income Districts		18,000,000	0.46%	18,000,000	0.43%	0	0.00%	12,000,000	0.28%	10,000,000	0.23%
7061-0025	SPED Zero Interest Loan Program		1,000,000	0.03%	0	0.00%	-1,000,000	-100.00%	0	0.00%	0	0.00%
7061-9000	School Choice Transportation		450,000	0.01%	418,770	0.01%	-31,230	-6.94%	450,000	0.01%	418,770	0.01%
7061-9010	Charter School Reimbursements	1.00	36,268,139	0.92%	32,757,120	0.79%	-3,511,019	-9.68%	17,200,000	0.40%	17,200,000	0.40%
7061-9100	Minimum Aid	1.00	42,770,481	1.09%	0	0.00%	-42,770,481	-100.00%	0	0.00%	0	0.00%
	Sub-Total State Aid	59.00	3,579,776,198.00	90.82%	3,814,812,918	91.85%	235,036,720	6.57%	3,972,257,822	91.77%	3,961,874,181	92.10%
Assessment & Accountability:												
7061-0013	SPED Data Collection & Monitoring	11.00	400,000	0.01%	400,176	0.01%	176	0.04%	500,000	0.01%	426,564	0.01%
7010-0019	Department Auditing / Monitoring Initiative	10.00	0	0.00%	0	0.00%	0	0.00%	2,500,000	0.06%	0	0.00%
7061-0029	Office of Educational Quality and Accountability **		3,881,115	0.10%	1,254,060	0.03%	-2,627,055	-67.69%	0	0.00%	3,400,000	0.08%
7061-0024	Office of Academic Affairs		0	0.00%	0	0.00%	0	0.00%	250,000	0.01%	0	0.00%
7061-9400	Student Assessment	17.00	19,168,559	0.49%	21,653,043	0.52%	2,484,484	12.96%	27,500,000	0.64%	22,777,575	0.53%
7061-9404	MCAS Low-Scoring Support	10.00	40,000,000	1.01%	50,000,000	1.20%	10,000,000	25.00%	56,041,932	1.29%	52,500,000	1.22%
7061-9405	Certificate of Occupational Proficiency		100,000	0.00%	0	0.00%	-100,000	-100.00%	600,000	0.01%	0	0.00%
	Sub-Total Assessment & Accountability	48.00	59,668,559.00	1.51%	72,053,219	1.73%	12,384,660	20.76%	87,391,932	2.02%	79,104,139	1.84%
Educator Quality Enhancement:												
7010-0016	Attracting Excellence to Teaching	2.00	1,200,000	0.03%	1,116,720	0.03%	-83,280	-6.94%	1,200,000	0.03%	1,116,720	0.03%
7010-0218	Educator Quality Endowment		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-9604	Teacher Certification Programs	32.26	1,921,692	0.05%	1,732,155	0.04%	-189,537	-9.86%	2,250,000	0.05%	1,743,499	0.04%
7061-9644	Tomorrow's Teachers Scholarship Program		0	0.00%	0	0.00%	0	0.00%	6,000,000	0.14%	0	0.00%
	Sub-Total Educator Quality	34.26	3,121,692.00	0.08%	2,848,875	0.07%	-272,817	-8.74%	9,450,000	0.22%	2,860,219	0.07%

Massachusetts Department of Education
FY01-FY02 Budget Analysis / FY03 Budget Request /FY03 House 1

ACCOUNT		FY2002	FY2001	Final FY2002		FY01-02 Change		DOE's FY2003		FY03 Governor's	
NUMBER	PROGRAM - new programs are in bold type	State FTE Staff	Budget % Total	Budget*	% Total	\$	%	Budget Request	% Total	"House 1"	% Total
Transfers to Other Agencies:											
7035-0003	Skill Training Center (Cambridge)		150,000 0.00%	139,590 0.00%		-10,410 -6.94%		0 0.00%		0 0.00%	
7051-0015	Supplemental Food assistance		1,000,000 0.03%	930,600 0.02%		-69,400 -6.94%		1,000,000 0.02%		930,600 0.02%	
7061-9615	MassEd. Online		3,277,798 0.08%	773,596 0.02%		-2,504,202 -76.40%		0 0.00%		0 0.00%	
7061-9619	Franklin Institute		1 0.00%	1 0.00%		0 0.00%		1 0.00%		1 0.00%	
7061-9626	Youthbuild Programs		2,300,000 0.06%	2,210,175 0.05%		-89,825 -3.91%		2,300,000 0.05%		2,000,000 0.05%	
7061-9632	Pioneer Valley Business Alliance		287,890 0.01%	180,020 0.00%		-107,870 -37.47%		0 0.00%		0 0.00%	
7061-9634	Mass. Service Alliance Grants		1,000,000 0.03%	930,600 0.02%		-69,400 -6.94%		1,000,000 0.02%		930,600 0.02%	
Sub-Total Transfers to Other Agencies		0.00	8,015,689 0.20%	5,164,582 0.12%		-2,851,107 -35.57%		4,300,001 0.10%		3,861,201 0.09%	
Categorical Grant Programs:											
7010-0012	Metco		15,319,156 0.39%	15,128,126 0.36%		-191,030 -1.25%		15,128,126 0.35%		14,128,126 0.33%	
7010-0017	Charter School Grants	2.50	2,847,290 0.07%	2,301,790 0.06%		-545,500 -19.16%		2,847,290 0.07%		2,449,688 0.06%	
7010-0042	Magnet Education		4,800,000 0.12%	1,331,961 0.03%		-3,468,039 -72.25%		4,800,000 0.11%		0 0.00%	
7010-0043	Equal Education		8,448,000 0.21%	2,294,136 0.06%		-6,153,864 -72.84%		0 0.00%		0 0.00%	
7027-0015	School-To-Work Connecting Activities		0 0.00%	0 0.00%		0 0.00%		5,000,000 0.12%		0 0.00%	
7027-0016	Work Based Learning	4.69	2,084,400 0.05%	1,623,080 0.04%		-461,320 -22.13%		2,084,400 0.05%		6,592,743 0.15%	
7027-1000	Math & Science Curriculum	3.00	2,057,621 0.05%	1,777,791 0.04%		-279,830 -13.60%		1,000,000 0.02%		0 0.00%	
7027-1100	DOE Federal Match Requirements		0 0.00%	0 0.00%		0 0.00%		850,000 0.02%		0 0.00%	
7030-1000	Early Childhood Grants	4.53	114,551,675 2.91%	103,400,908 2.49%		-11,150,767 -9.73%		111,460,421 2.58%		101,725,068 2.36%	
7030-1002	Kindergarten Development Grants		28,000,000 0.71%	28,032,387 0.67%		32,387 0.12%		0 0.00%		28,000,000 0.65%	
7030-1003	Early Literacy Programs		20,125,000 0.51%	19,325,371 0.47%		-799,629 -3.97%		22,125,000 0.51%		20,645,000 0.48%	
7030-1004	Home-Based Parenting		0 0.00%	2,995,005 0.07%		2,995,005 100.00%		0 0.00%		0 0.00%	
7030-1005	Early Intervention Tutorial Literacy		3,000,000 0.08%	2,791,800 0.07%		-208,200 -6.94%		0 0.00%		2,791,800 0.06%	
7030-1500	Head Start Grants		6,829,048 0.17%	6,829,048 0.16%		0 0.00%		6,829,048 0.16%		6,829,048 0.16%	
7032-0500	Health Education	7.00	11,619,061 0.29%	10,924,079 0.26%		-694,982 -5.98%		11,605,951 0.27%		0 0.00%	
7035-0002	Adult Learning Centers	7.00	30,227,525 0.77%	28,461,340 0.69%		-1,766,185 -5.84%		35,000,000 0.81%		32,079,947 0.75%	
7053-1909	School Lunch Match		5,426,986 0.14%	5,050,353 0.12%		-376,633 -6.94%		5,426,986 0.13%		5,426,986 0.13%	
7053-1925	School Breakfast (S.B.) Program	1.00	2,530,443 0.06%	2,254,830 0.05%		-275,613 -10.89%		2,530,443 0.06%		3,001,597 0.07%	
7053-1927	S.B. Pilot Program for Universal Feeding		3,085,360 0.08%	5,361,260 0.13%		2,275,900 73.76%		6,085,360 0.14%		6,085,360 0.14%	
7053-1928	S.B. Pilot Program to Increase Participation		1,000,000 0.03%	299,000 0.01%		-701,000 -70.10%		1,000,000 0.02%		1,000,000 0.02%	
7053-1929	Summer Food Program		695,000 0.02%	646,767 0.02%		-48,233 -6.94%		695,000 0.02%		0 0.00%	
7061-9600	Dual Enrollment		1,779,400 0.05%	343,641 0.01%		-1,435,759 -80.69%		1,779,400 0.04%		0 0.00%	
7061-9609	Enhanced Educational Opportunity Grants		0.00%	0 0.00%		0 0.00%		0 0.00%		10,460,890 0.24%	
7061-9611	After-School Programs		11,611,932 0.29%	3,106,000 0.07%		-8,505,932 -73.25%		0 0.00%		0 0.00%	
7061-9612	W.P.I. School of Excellence		1,199,231 0.03%	1,199,231 0.03%		0 0.00%		1,199,231 0.03%		1,199,231 0.03%	
7061-9614	Alternative Education Programs		500,000 0.01%	490,360 0.01%		-9,640 -1.93%		822,500 0.02%		0 0.00%	
7061-9620	Advanced Placement Courses		500,000 0.01%	462,400 0.01%		-37,600 -7.52%		0 0.00%		0 0.00%	
7061-9621	Gifted & Talented Grants		437,970 0.01%	370,745 0.01%		-67,225 -15.35%		0 0.00%		0 0.00%	
7061-9638	Grants for academically advanced students		0 0.00%	0 0.00%		0 0.00%		1,000,000 0.02%		0 0.00%	
Sub-Total Categorical Grant Programs		29.72	278,675,098 7.07%	246,801,409 5.94%		-31,873,689 -11.44%		239,269,156 5.53%		242,415,484 5.64%	

**Massachusetts Department of Education
FY01-FY02 Budget Analysis / FY03 Budget Request /FY03 House 1**

ACCOUNT		FY2002	FY2001	Final FY2002		FY01-02 Change		DOE's FY2003		FY03 Governor's		
NUMBER	PROGRAM - new programs are in bold type	State FTE Staff	Budget	% Total	Budget*	% Total	\$	%	Budget Request	% Total	"House 1"	% Total
D.O.E. Administration												
7010-0005	Department of Education - Administration	93.21	10,405,256	0.26%	10,581,365	0.25%	176,109	1.69%	12,525,115	0.29%	12,301,608	0.29%
7010-0006	School Finance Programs		0	0.00%	0	0.00%	0	0.00%	750,000	0.02%	0	0.00%
7061-9200	DOE Information Technology - Administration	18.00	1,778,393	0.05%	876,328	0.02%	-902,065	-50.72%	2,500,000	0.06%	2,516,183	0.06%
Sub-Total Administration		111.21	12,183,649	0.31%	11,457,693	0.28%	-725,956	-5.96%	15,775,115	0.36%	14,817,791	0.34%
Sub-total State Funding:		282.19	3,941,440,885	100.00%	4,153,138,696	100.00%	211,697,811	5.37%	4,328,444,026	100.00%	4,301,533,015	100.00%
Sub-total State Funding:		282.19	3,941,440,885	83.93%	4,153,138,696	84.51%	211,697,811	5.37%				
Subtotal Federal Funding		201.40	662,820,504	14.11%	680,291,154	13.84%	17,470,649	2.64%				
Subtotal Trust Funds		7.00	78,014,145	1.66%	73,376,799	1.49%	-4,637,346	-5.94%				
Subtotal Capital Funding		0.00	13,749,984	0.29%	7,384,044	0.15%	-6,365,940	-46.30%				
Grand Total		490.59	4,696,025,518	100.00%	4,914,190,693	100.00%	218,165,174	4.65%				

* Includes 9C Cuts

** 7061-0029 is a direct appropriation to the Office of Educational Quality and Accountability and is not included in the FY02 total nor the FY03 House 1 Recommendation total.

FY 2002 Administration Account Budget Summary

